

STUDY OF THE DESIGN AND FIRST-YEAR IMPLEMENTATION OF THE IOWA COMMUNITY COLLEGE QUALITY FACULTY PLANS

An abstract of a Dissertation by
J. Marlene Sprouse
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Drake University
Advisor: Thomas Westbrook

The purpose of this research was to study the design and first-year implementation of the Iowa community college Quality Faculty Plans. The plans were developed by each of the fifteen Iowa community colleges in response to Iowa Code 260C.36 which replaced community college faculty licensure in July 2003. According to Iowa Code, Quality Faculty Plans were to be designed for hiring and developing quality faculty. The plans were to include provisions for new faculty orientation and continued development of veteran faculty. They were also to include a list of faculty competencies and explanations of ways that faculty would demonstrate those competencies.

Qualitative methods were used to analyze the written Quality Faculty Plans from each community college and interviews with administrators, human resources directors, and faculty (one from each college) who served on the original committees to develop the plans for the specific colleges. The written plans were analyzed through coding that stemmed from the requirements in the Iowa Code. The interviews were analyzed through open coding. Interview questions emerged from the analysis of the written plans.

The study found that although the Quality Faculty Plans all addressed the requirements of the Iowa Code, they each addressed the requirements in different ways. Variations among the plan designs and implementations were evident in the format of the Quality Faculty Plans, the understanding of practices in faculty development, the interpretation of the term competencies, and the influence of college culture.

The study concluded that (1) a wide variety in the articulation of how each community college intended to meet and met the elements of the Iowa Code for Quality Faculty Plans was evident, (2) community college culture played an integral part in the design and implementation of the Quality Faculty Plans, (3) understanding of faculty development practices and the implementation of those practices to orient and develop community college faculty varied greatly, (4) Quality Faculty Plans revealed a lack of common understanding of the definition, demonstration, and measurement of instructional competencies (5) as written, Quality Faculty Plans should be viewed as first steps in a dynamic process that has the potential to evolve into faculty development plans that adhere to best practices, meet the needs of faculty, align with institutional improvement, and increase student learning.

This study revealed two implications for future research: (1) whether or not faculty development under the Quality Faculty Plans improved student learning and (2) an in-depth study of a specific college's culture and its affect on the Quality Faculty Plan. In addition, this study provided implications for future practice, specifically for professional development among community college personnel addressing (1) best practices in faculty development and (2) definition of faculty competencies and demonstration of those competencies.

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IOWA COMMUNITY COLLEGE QUALITY FACULTY PLANS

A Dissertation
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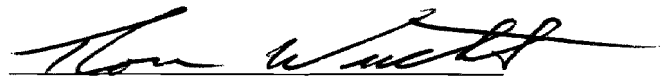
by J. Marlene Sprouse
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Approved by Committee:



Thomas Westbrook, Chair



Sally Beisser



Larry Ebbers



Janet McMahon
Dean of the School of Education

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Chapter 1

INTRODUCTION

In July 2003, the Iowa Legislature rescinded licensing for community college faculty. In place of licensure, the legislature required its fifteen area community colleges to create Quality Faculty Plans “for hiring and developing quality faculty” (Iowa Code 260C.36.1). Each community college was expected to create a Quality Faculty Plan that contained specific minimum elements as outlined in the Iowa Code (Appendix A) and the Iowa Administrative Code (Appendix B).

According to the Iowa Code (260C.36) and the Iowa Administrative Code, each Quality Faculty Plan was to include an orientation for new faculty and a continuing professional development process for veteran faculty. The Iowa Administrative Code recommended that new faculty orientation include experiences other than structured college courses that help new faculty gain skill to become competent teachers: teaching strategies, curriculum development, and evaluation. The Quality Faculty Plans were to include a set of competencies for instructors. Instructional competencies were not provided or defined in the Iowa Code or the Iowa Administrative Code. Therefore, each community college Quality Faculty Plan committee was to design or select instructional competencies specific to their college.

Along with the Quality Faculty Plan requirements set by a specific college, faculty members were expected to meet criteria and qualifications for minimum faculty standards (IAC 281-21.3) as spelled out in the Iowa Administrative Code (see Appendix B). Examples of minimum faculty standards included a master’s degree and twelve

graduate credits in a subject area for an arts and sciences instructor and six thousand hours of work experience in the related industry for a technical instructor. Community college instructors were directed to continue to meet professional licensing other than teaching when necessary (e.g., licensed practical nurses, radiological technicians) and for credentialing standards by various accrediting bodies.

The legislative decision to eliminate community college faculty licensure was based on a recommendation from the Community College Licensure Task Force, established in 2001 by the Iowa Department of Education as directed in Senate File 480. In December 2001, the Task Force filed its final report. In the question and answer section of the final report, the following reasons for rescinding community college faculty licensure were listed:

- Community colleges are part of higher education.
- Community college faculty requirements should be similar to those of other higher education institutions. Iowa is [was] the only state in the nation that has [had] “licensed community college faculty” through a licensing board.
- Expand the direct input from faculty for their own staff development requirements and activities.
- Elimination of community college licensure, as it is today [was in 2001], will ultimately improve staff development options for faculty and encourage creative, relevant, and unique staff development programs across Iowa (p.3).

The Iowa Code (260C.36) and Iowa Administrative Code specifically stated the requirements of each Quality Faculty Plan to include the following:

- a. an implementation schedule for the plan;
- b. orientation for new faculty;
- c. continuing professional development for faculty;
- d. procedures for accurate recordkeeping and documentation for the plan monitoring;
- e. consortium arrangements when appropriate, cost-effective, and mutually beneficial;
- f. specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas;
- g. procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies;
- h. compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.

The Iowa Code (260.36) also required that each plan be submitted to the specific community college's board of trustees, that the Iowa Department of Education conducted on-site visits to ensure compliance and progress of implementation, and that the administration of each college encouraged the continued development of faculty potential by doing the following:

- a. regularly stimulating department chairpersons or heads to meet their responsibilities for the continued development of faculty potential;
- b. reducing the instructional loads of first-year instructors whose course preparation and in-service training demand a reduction;
- c. stimulating curricular evaluation;
- d. encouraging the development of an atmosphere in which the faculty bring a wide range of ideas and experiences to the students, each other, and the community.

The Iowa Administrative Code (developed by the Iowa Department of Education) supplied additional information and recommendations for each of the required items and each of the encouraged items. For example, the Iowa Administrative Code defined the composition of the committees to create the plans at each college. Each committee was to consist of “equal representatives of arts and science and career and technical faculty with no more than a simple majority of members of the same gender. Faculty must be appointed by the certified employee organization representing faculty, if any, and administrators must be appointed by the college’s administration” (21.3(6)).

Under the section regarding continuing professional development for faculty, the Iowa Administrative Code stated:

It is recommended that the plan clearly specify required components including time frame for continuing professional development for faculty. It is recommended that the plan include the number of hours, courses, workshops, professional and academic conferences or other experiences such as industry internships, cooperatives and exchange programs that faculty may use for

continuing professional development. It is recommended that the plan include prescribed and elective topics such as discipline-specific content and educational trends and research. Examples of topics that may be considered include dealing with the complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing students retention and success, reaching nontraditional and minority students, improving skills in implementing technology and applied learning, leadership development, and issues unique to a particular college” (21.3.6.a.3).

Each college was encouraged to meet the requirements and to consider the recommendations in creating a plan unique to the individual college.

Rationale for Study

Iowa community college Quality Faculty Plans were required by law, but the intent behind them, according to the Task Force and the Iowa Administrative Code, was to develop a quality faculty and to provide quality professional development experiences and opportunities for community college faculty in Iowa. Grant and Keim (2002) explained the need for quality faculty development when they stated, “If community colleges are to recruit and retain quality faculty, a formal, comprehensive development program to orient, enculturate, renew, and develop all faculty is crucial to the success of institutional missions and individual faculty goals. A systematic approach to faculty development with high-level administrative support and permanent funding sources will effect institutional as well as individual changes” (p. 806).

The need for this specific study came from my work as a community college administrator, attending meetings and discussions with other community college

personnel responsible for implementing Quality Faculty Plans. Conversations among community college chief academic officers and human resource personnel included questions about Quality Faculty Plans and their implementation. For example, in the individual plans, were new teachers expected to complete the original university courses for licensure? What activities were being accepted under the various Quality Faculty Plans? Were faculty members expected to complete college credit courses for their faculty development? How were teachers at various colleges demonstrating competency?

Faculty, administrators, and human resource personnel who helped design and implement the Quality Faculty Plans were interested in how their plans compared to other plans. Thus, a need existed for a study of how the community colleges designed and implemented the quality faculty plans. The topic of how the Quality Faculty Plans were designed and implemented needed to be explored, and there was a need to present a detailed view of the topic. Thus, this study provided a holistic, detailed perspective by which community college stakeholders understand and document initial efforts of the Iowa community college system to design and implement Quality Faculty Plans.

Purpose of Study

The purpose of this research was to study the design and first-year implementation of the Iowa community college Quality Faculty Plans, to explore how those plans unfolded over that first year. The grand tour question for this study was, “How did the Iowa community college system as a whole design and implement Quality Faculty Plans?”

The Quality Faculty Plans represented the first attempt by the community colleges to meet the legislative mandate for Quality Faculty Plans. This study provided

documentation of how the Iowa community college system collectively responded to the requirements of the Iowa Code and Iowa Administrative Code.

Procedure

The research question of this study was addressed through qualitative analysis. The first phase of the research was an analysis of the written Quality Faculty Plans from all fifteen community colleges. The initial step was to collect, code, and analyze the written plans. Since the plans had all been accepted by the Iowa Department of Education as having met the Iowa Code, research focused on how each college addressed the elements in the plan rather than if each college addressed the elements in the plan.

Gall, Gall, and Borg (2003) explained that “qualitative researchers believe that the meaning of a text resides in the minds of its writers and its readers” (p. 282). In this study, an analysis of interviews with Quality Faculty Plan designers was used to access this “meaning of a text . . . in the minds of its writers” (p.282), to help interpret the text and answer the questions of how and in what ways the plans were developed and the Iowa Code criteria were met.

Gall, et al (2003) explained, “The use of documents and records as data sources in qualitative research differs most from quantitative research in the analysis phase. In quantitative research, a set of variables is defined and applied uniformly to all the written communications in the sample. The variables are measured in such a way as to yield quantified data that can be analyzed by conventional statistics. In qualitative research, analysis procedure is likely to be emergent” (p. 283). The analysis process of this research was emergent, as described by Gall, et al. Initial codes, categories, and interview questions developed during the document analysis as the researcher found similarities

and differences in the plan formats, wordings, and content; and used a color coding system to organize and compile them.

As analysis of the written Quality Faculty Plans was completed, interview questions were developed for the second phase of the research. Questions were developed to elicit information about why the plans were designed as they were and what influenced the design and implementation of the Quality Faculty Plans. Fifteen interviews were completed with community college personnel (one from each college) who served on the committees to design the Quality Faculty Plans. A second set of codes and categories emerged during the analysis of the interviews. Words, phrases, sentences and paragraphs were coded with margin notations and then rewritten under category headings, compiling the information from all interviews. The final findings were established through synthesis of the codes and categories from the two sets of data.

Since the Iowa Code stated that the intent of the Quality Faculty Plans was to “hire and develop quality faculty,” a literature review was conducted to gather information about faculty development in higher education and specifically in community colleges. The literature review was presented in four areas: overview of faculty development, need for faculty development, traditional practices in faculty development, and influences to quality faculty development.

Research findings were woven into synthesized explanations and descriptions to “emphasize a ‘complex, holistic picture’” (Creswell, 1998, p. 15) of the design and implementation of the Quality Faculty Plans from Iowa community colleges.

Significance of Study

This study contributes to the body of research on faculty development at the community college level by exploring and describing the ways in which community colleges in Iowa designed and implemented Quality Faculty Plans in response to Iowa Code 260C.36. This type of study is helpful and meaningful to those who created and those who use the documents (Bogdan & Biklen, 2003). Faculty developers and institutional administrators can learn about the variety of ways that the fifteen community colleges responded to the requirement to develop a Quality Faculty Plan. They can also learn from the work that other community colleges have done and can compare their plan to the “state of the state” in regard to Quality Faculty Plans.

Chapter 2

REVIEW OF LITERATURE

The purpose of this research was to study the design and first-year implementation of Iowa community college Quality Faculty Plans. Since the Iowa Code mandating these plans stated that plans should be developed “for hiring and developing quality faculty” (Iowa Code 260C.36.1), the literature reviewed focused on faculty development in higher education and specific to community college.

The first section in this literature review offers an overview of faculty development in higher education and attempts to sort the various definitions of faculty development. The second section discusses the need for continued faculty development. The third and fourth sections present descriptions of practice: the third section discusses traditional practice in faculty development, and the fourth section describes elements considered to influence quality in faculty development.

Overview of Faculty Development

Since the early 1970s, faculty development had been a necessary and important part of academic life in higher education (Grant & Keim, 2002; Murray, 2001; Pendleton, 2002). During the 1970s, the role of faculty development grew quickly due to changing enrollment patterns, increased use of part-time instructors, increased requirements for accountability, and declining financial resources (Grant & Keim, 2002; Murray, 2001; Pendleton, 2002). According to Pendleton (2002), “non-traditional students and demands for greater efficiencies, cost-effectiveness, technological competence, institutional quality and sound governance keep this issue [faculty development] in the forefront” (p. 37).

Increases in governmental and societal demands (especially for accountability) of higher education continued to heighten demands on all facets of college operations. Faculty were particularly impacted because they had the most direct contact with students and student learning. Rouseff-Baker (2002) stated, "As faculty positions change and colleges grow and adapt with changing times, faculty improvement is a necessity, not an option" (p.35). Faculty development was no longer an optional, dispensable *add on* (Nathan, 1994).

Although faculty development had been an important issue in higher education for three decades, Murray (1999) believed that the effects of faculty development were hardly visible in classrooms. Educators had a difficult time defining faculty development with any consistency, and they had a difficult time showing that the effects of faculty development had made a difference to their professional lives. O'Banion and associates (1994) stated, "Faculty development has become widely accepted throughout the community college sector. Overall, however, there is little evidence that it has effectively improved teaching and learning" (p. 116).

What constituted faculty development and the actual progress toward professional improvement of faculty was not clear or widely, effectively, or consistently instituted (Pendleton, 2002; Rouseff-Baker, 2002; Watson & Grossman, 1994). Traditionally, development of any kind was defined as a process of systematic change (Reach, 1994). If development was defined as the process of change, then the definitions of faculty development range from descriptions of broad conceptual, philosophical changes to very specific pedagogical changes. One broad definition came from Newland, Newland, Steele, Lough, and McCurdy (2003) who said that the goal of faculty development was to

provide all faculty members with developmental resources for meaningful and productive careers. Another broad definition was from Wallin (2002) who referred to information from the Professional and Organizational Development Network in Higher Education (POD), and indicated that the purpose of faculty development was to help faculty members grow as teachers, scholars, and professionals. For both Newland, et al and Wallin, faculty development included career planning and development of scholarly skills as well as development of personal skills.

Themes in definitions of faculty development included gaining knowledge in a content area, learning new teaching methodology, learning about the culture of higher education and a specific institution, and growing as a scholar. As researchers and faculty developers tried to organize faculty development concepts, three categories emerged into which most faculty development could be sorted.

1. Faculty Development—The definition of this term was one of the most confusing issues in studying “faculty development.” The term was used both as an all-encompassing overall reference similar to “professional development” and was also used as a specific *part* of that larger, overall category.

When used to describe the overall development of a faculty member, the term *faculty development* took on a definition as cited in Millis (1994), “a broad definition of the term faculty development to encompass research and teaching activities, personal health and growth, and the management of a professional career over time” (p. 454). Faculty development, in this respect, referred to programs that intended to develop a faculty member as a scholar and professional. Topics included career planning, grant writing, publishing, and committee work. This broad definition also included those

activities that lead to development of the faculty member as a person. Topics in this area included wellness, interpersonal skills, and stress management (Gillespie, 2002; Grant & Keim, 2002; Millis, 1994).

When used as a *category* of professional development, faculty development referred to programs that deal with a faculty member as a teacher. Millis (1994) defined this as “activities such as classroom visits or one-on-one counseling intended to improve the teaching skills of an individual faculty member” (p. 454). Faculty development topics included class organization, evaluation of students, presentation skills, or design and presentation of material.

2. Instructional Development—The second category of faculty development focused on the improvement of courses, curricula, and student learning. Millis (1994) defined this category as “activities such as media support or curriculum design focused on the student, the course, or the curriculum” (p. 454). In these programs, faculty were often organized into teams to design and redesign curriculum, to define overall institutional curriculum, and to identify and learn new teaching strategies (Gillespie, 2002; Grant & Keim, 2002; Millis, 1994).

3. Organizational Development—The third form of faculty development took an approach to maximize institutional effectiveness. Millis defined this category as “activities such as campus-wide retreat intended to improve institutional resources or climate” (p. 454). The program and activities focused on the institution’s structure and the relationship among the various units (Gillespie, 2002; Grant & Keim, 2002; Millis, 1994). Organizational development included sessions built around the following topics:

- clarification of relationships among units,

- diagnosis of instructional problems,
- enhancement of communication and feedback among units,
- clarification of institutional or unit goals,
- facilitation of program implementation, and
- improvement of institutional climate (Gillespie, 2002).

Although he used different terminology, Schuster (as cited in Grant & Keim, 2002) created a model integrating these same three categories: (1) personal, (2) professional, and (3) organizational development. According to Gaff (1994), the most sophisticated programs support faculty growth in all aspects of their work—faculty as scholars, teachers, and campus citizens. According to O'Banion et al. (1994), "All these areas [professional, personal, curricular, organizational and instructional development] merit attention, and each has its advocates. Nonetheless, given that teaching and learning are at the heart of the community college mission, I [O'Banion] suggested that instructional development---aimed directly at improving teaching effectiveness---should be the primary focus of faculty development efforts" (p.118).

Need for Faculty Development

Faculty development had been prevalent in higher education for over thirty years, yet was not consistently defined. The needs and motives for faculty development in community college were also not clearly defined. Peterman (2002) stated, "Faculty development in the community college has been both lauded and maligned as a tool to improve faculty performance and vitality. Whereas some authors view faculty development as necessary to faculty growth, others see it as beyond the needs of two-year college faculty" (p. 457).

Community colleges had historically been lauded as teaching institutions. Wallin (2003) said, “nothing is more important than well-prepared, high performing, intrinsically motivated faculty” (p. 224). According to Fugate and Amey (2000), community college faculty had a specific, specialized need for faculty development. The diverse student population (diverse in age, ability, and socio-economic status as well as race and culture) at the community college required particular understanding and skills (Fugate & Amey, 2000). Community colleges were facing their most difficult challenge to date: maintaining open access while addressing the needs of significantly under-educated segments of the population (Killacky, Thomas, & Accomando, 2002).

In 1994, O'Banion identified seven interrelated trends that created challenges and opportunities for faculty development in community colleges:

- continuing public and political pressures to improve quality of higher education,
- an increasing level of competition for funding,
- a rise in educational consumerism,
- changing faculty demographics,
- growing diversity in the student body,
- an expanding base of useful, relevant research about college teaching and learning, and
- a rising level of faculty development expertise (p. 119).

In a discussion of why faculty development was important, Millis (1994) referred to the same issues that influenced and defined faculty development: changing expectations for the quality of undergraduate education, changing societal needs (global

interdependence, conflict, ethnic and cultural diversity), changing technology (and its impact on teaching and learning), and changing student populations (more minorities, more part-time students). Millis also referred to aging immobile faculty, shifting enrollment trends, declining budgets, and external calls for accountability. She suggested faculty development options that promote institutional flexibility and foster faculty vitality and renewal.

Literature also drew special attention to the need for faculty development due to changing paradigms in teaching and learning. Millis (1994) claimed that old attitudes and teaching methods have diminishing value, that improvements were essential. Williams, Zdravkovich, and Engleberg (2002) said, “Developing a learning-centered institution of higher education requires new forms of faculty development” (p.38). Millis advocated that faculty be made aware and persuaded to apply new research in teaching methodology. She suggested that faculty development experiences in teaching methodology are essential, particularly “if they help faculty members link effective delivery methods to their own disciplines” (1994, p. 6). O’Banion et al. (1994) was in agreement when he suggested that faculty development in community colleges should help faculty improve the quality of higher learning in their classrooms and shift in focus to be transformative learning experiences for faculty.

Traditional Practice in Faculty Development

The literature that described traditional practices in faculty development discussed (1) various activities that are considered faculty development and (2) various aspects of faculty attitudes and involvement in faculty development. Community colleges did not usually require faculty to conduct research and publish. Community colleges prided

themselves on emphasizing teaching (Murray, 1999), yet few community college instructors knew the literature and actually made teaching decisions based on research evidence about what works and what does not (Gibbs, 1995). O'Banion said, "The unchallenged assumption was that the community college was the 'teaching college,' and the lack of research and publications on the part of its faculty was ironically cited as proof . . . 'to care about students' was the only evidence required to prove that the teaching and learning process was in capable hands" (p. 4).

Emphasis on teaching at community colleges presumably led to a faculty development focus on improvement of teaching practices, but that was not always the case. In traditional practice, community colleges relied on a smorgasbord of activities to improve and develop faculty, and they relied on many of the same activities for the past thirty to forty years (Murray, 1999). Faculty development usually consisted of attending meetings of state or national discipline-area organizations, learning to use new technology, and attending conferences (Grant & Keim, 2002). One study named community college faculty development practices that included sabbatical leave, the once or twice a year "pep-talk" by an outside expert, and the funding of conference attendance (Murray, 1999). As beneficial as these activities were, they often contributed to instructor isolation and fragmentation (Murray, 1999). Each faculty member did what he or she viewed as interesting, often without regard to improving teaching methodology or accomplishing overall goals of the institution. Traditional practice rarely included a unified plan with clear and coherent strategies based on objectives. Recent literature indicated that menus of faculty development activities for community college faculty

choice did not always meet needs of the students, the institution, society, or even the faculty (Murray, 1999).

Two studies cited in Sunal, Hodges, Sunal, Whitaker, Freeman, Edwards, Johnston, and Odell (2001) found that faculty held beliefs about change that often inhibited success of faculty development. Faculty members often believed that resources and time were insurmountable obstacles (O'Banion et al., 1994; Sunal et al., 2001). Faculty members became involved in turf conflicts that inhibited growth in skill and attitude. They resisted structured formal faculty development, and believed that administrators who organized and promoted faculty development were judging the faculty's professional skill and were meddling in parts of academic life that belong to faculty. Faculty accused administrators of criticizing their knowledge and their job performances (Rouseff-Baker, 2002).

When involved in instructional development (a category of faculty development) a faculty member's attitude and philosophy toward job roles affected participation. "Faculty members who described their role of instructor as a facilitator of learning were significantly more likely to plan and implement course change [instructional development activity] and participate in course development process. . . faculty members who described their role as a disseminator of the discipline, lecturer, or information provider were less likely to implement significant change in their courses" (Sunal et al., 2002, p. 8). McArthur stated, "Faculty want autonomy but request assistance, demand quick decisions yet belabor issues, seek power and authority, but delegate decision to administrators" (2002, p. 3). These attitudes affected community college faculty involvement in faculty development activities.

McArthur also believed that leadership affected community college faculty attitudes toward development activities. "The reality is that faculty can be a force of resistance or a wonderful repository of creative energy. Which direction they take is due in large part to the leadership exhibited" (McArthur, 2002, p. 3). Leadership may have come from administrators at many levels or from faculty members themselves. In most two-year colleges, administrators had little knowledge of a faculty members' teaching. The administrators had more knowledge of a faculty members' service to the college and their professional accomplishments (Murray, 1998). When administrators planned, organized, and delivered faculty development, faculty were often reluctant or resistant to participate. "Bureaucratic approaches to faculty development often fail to take into account the highly autonomous and creative nature of scholarly work" (Chopp, Frost, & Jean, 2001, p. 1). Thus, faculty did not feel as though their needs were being met by administratively driven faculty development. A relatively small number of community college faculty participated in institutional faculty development when it was voluntary (Murray, 1998). Only half of the community college faculty in a 1998 survey rated existing faculty development opportunities favorably (Murray, 1999).

Influences to Quality Faculty Development

The literature indicated a definite continued need for faculty development in community colleges (Gillespie, 2002; Fugate & Amey, 2000; Millis, 1994; O'Banion et al., 1994). What the literature did not indicate was a clear set of accepted criteria by which to measure the quality of faculty development. It did produce four elements that emerged as major influences to the success of faculty development: culture of learning, leadership, ownership of goals, and structure for sustainability. These facets of an

institution and/or a faculty development program were not portrayed as clear and distinct indicators of quality. They were considered elements that influence and are influenced by one another to produce quality, and thus can be considered best practices for faculty development. Table 1 summarizes the literature from which the influences to quality faculty development emerged, and the subsequent paragraphs explain each influence.

Table 1

Influences to Quality Faculty Development

Author	Culture of Learning	Leadership	Ownership Of Goals	Structure and Sustainability
Wallin (2002; 2003)	X	X		
Pendleton (2002)	X			
Minkler (2002)	X			
Anderson & Carta-Falsa (2002)	X	X		
McArthur (2002)		X		
Grant & Keim (2002)			X	X
Guskey (2000)			X	X
Reach (1994)			X	
Murray (1999)			X	X
Chopp, Frost, & Jean (2001)			X	X
O'Banion et al. (1994)				X
McGregor (2002)				X
Gillespie (2002)				X
Sunal et al. (2001)				X

The following four elements were portrayed in the literature as having influences to the quality of faculty development: culture of learning, leadership, ownership of goals, and structure and sustainability.

Culture of Learning

Wallin (2003) suggested a pragmatic approach to community college faculty development. She indicated that quality faculty development is not linear or predictable, therefore has “no grand unifying theory” (p. 318). According to Wallin, quality faculty development was predicated upon creating the appropriate climate and conditions for growth, a culture conducive to learning for students, faculty, and staff. Pendleton supported Wallin when she said “A good faculty development program is a process designed to create a climate where recognition, institutional support and professional development are addressed” (2002, p. 37). Minkler (2002) also discussed the influence of culture and advocated a change in community college (and all of higher education) culture from one of competitiveness to one of collaboration, from scarcity to sufficiency and inclusion, and from a search for quick solutions to long-term engagement in and commitment to improving student learning. According to Anderson and Carta-Falsa (2002), leaders, whether they were administrators or faculty leaders, should foster an educational environment for both students and faculty in which “mutual trust and respect develop, the self-confidence of students can mature, and faculty and students are in a better position to appreciate each other’s unique qualities” (p. 134).

Leadership

As indicated by Anderson and Carta-Falsa (2002), leadership of an institution greatly influenced the culture and climate that were important to faculty development.

McArthur (2002) explained, "Understanding the significance of culture is an important leadership skill because resistance to change and how it is dealt with can be a reflection of institutional culture and climate" (p. 2). Wallin (2002), who wrote that leadership influences faculty's response to faculty development plans, believed that some skills and characteristics from traditional leadership theories should have been blended with skills from more recent theories to create a culture conducive to institutional learning and growth for both students and faculty. Wallin advocated the following characteristics from traditional leadership theories:

- a. the ability to manage completion of tasks,
- b. commitment to developing human resources, and
- c. the ability to lead organizational change.

To these, Wallin suggested that leaders add

- a. decentralization of leadership authority,
- b. emphasis on skill in conflict resolution, and
- c. ability to facilitate individual and organizational learning.

Wallin believed that this combination of leadership skills would allow a leader to nurture a climate conducive to quality faculty development. Wallin (2003) suggested that a leader utilizing these skills and characteristics could motivate faculty to higher levels of esteem, autonomy, and self-actualization. Wallin did not believe that incentive and punishment formulas for faculty development produced long-term change in faculty skills or attitudes, but that a secure environment, accountability for both the faculty and the administration, and a priority for faculty development did.

Ownership of Goals

Another element that influenced the quality of community college faculty development was ownership of goals and objectives of the program or plan. Literature indicated that goals and objectives of a faculty development program or plan provided quality if they were clear, deliberate, and tied to the goals of both faculty and the institution (Grant & Keim, 2002; Guskey, 2000; Reach, 1994). Some literature clearly criticized faculty development plans and goals that were developed by administrators alone. Other literature clearly criticized goals set by individual instructors, based on their personal desires, and separate from any institutional plan or goals. Best practice literature supported faculty development plans that reflected both the goals of individual faculty members and goals set for the institution. Murray (1999) opposed a laissez-faire plan and advocated that "there can be no ownership of an unstructured, leaderless program" (p. 52). He meant that community college faculty development programs that allowed individual faculty to be totally autonomous in deciding what development they needed and how to acquire it may appear to have had ownership, but really did not. The faculty development decisions were not tied to any overarching goals for improvement of student learning or institutional effectiveness. Chopp, Frost, and Jean (2001) added that an enabling rather than coercive approach to faculty development reinforced key faculty values such as autonomy, collegiality, truth, and creativity, characteristics that faculty believed helped them perform their jobs more effectively. Reach (1994) said that in order for faculty development activities to add to the overall strength and improvement of the institution, they should link to the faculty member's personal and professional goals *and* to the institution's mission. According to Reach (1994), goals should be placed within

context and be “consistent with the larger environment in which the person is housed if participation and change are to occur” (p. 511).

Structure and Sustainability

A fourth element that influenced best practice in community college faculty development was the structure and sustainability of the activities and program. Reach (1994) indicated that faculty development should be delivered as a program, not a one-time event. O’Banion et al. (1994) said that educators have believed too long in the quantitative, additive model of learning as a basis for faculty development. In this model there is an

underlying assumption that by participating in a number of faculty development activities, regardless of content or coherence, teachers will somehow improve. . . .

These additive faculty development programs in community colleges often encourage or require teachers to earn a given number of faculty/staff development “credits” during the year. Faculty typically accrue these credits by selecting from a smorgasbord of workshops, lectures, seminars, field trips, and individual projects on topics ranging from syllabus design to stress reduction to dressing for success. . . . little attempt is made to make connections or achieve coherence. (p. 125)

McGregor (2002) took this belief even further and claimed “positive change in pedagogy comes through a sustained faculty development program that focuses on learning outcomes” (p. 724). McGregor spoke of faculty development that enhanced student learning, as did Murray (1999) when he claimed that a “comprehensive plan is more than a single isolated effort or a smorgasbord of disparate efforts” (p. 47) and that

faculty development must have diverse activities but be arranged around a common mission, preferably the improvement of teaching. Gillespie (2002) also supported the idea of sustained faculty development when she wrote that “faculty are more likely to change their attitudes and practices as a result of recurring discussions than as a result of a one-time meeting” (p. 42).

In a 2001 study, Sunal et al. studied various faculty development activities and explained which appeared to be successful. This study was conducted to better understand the change processes of college science faculty in order for teaching reform to be successful. A series of nine faculty development programs were conducted at nine different locations. Faculty from 30 different institutions participated. Ethnographic and case study methods were used to collect and analyze data. According to Sunal et al., workshops had no long-term effectiveness, especially if they were short and had no follow-up activities. Multiple-day workshops with follow-up had reported significant changes in faculty attitude, knowledge, instructional behavior and interaction with students. In 2002, Wallin surveyed one hundred and six community college presidents to discern what they believed to be valuable faculty professional development experiences. New teacher orientation rated high, as did technology training; but scholarly writing, national conferences, and sabbatical, which were all considered valuable in the past, ranked low according to the presidents’ responses. According to Guskey (2000), quality faculty professional development consisted of integrated components seen as intentional, ongoing, and systematic. He advocated faculty development should be “woven into the fabric of every educator’s professional life” (p. 38).

Summary

The literature reviewed in this chapter delineates into four areas that informed this study in the following ways:

1. Overview---Although faculty development had been a prevalent element in community colleges (and all of higher education) for over thirty years, definitions of faculty development and what constitutes quality faculty development were not clear in the literature or in practice.
2. Need---Faculty development was needed at community colleges due to increased societal demands for accountability, changes in student and faculty populations, and a focus on student learning. Community colleges could no longer rely on reputations and philosophies of being teaching colleges; they had to become better.
3. Traditional Practices---The literature questioned the use of traditional faculty development practices such as one-time workshops, sabbatical, and national conferences because they created a smorgasbord of activities not always tied to institutional mission or goals. Typically, there was no follow-up to sustain faculty learning.
4. Influences to Quality Faculty Development---Best practices in faculty development at community colleges were not clearly defined, but the literature did support the idea that successful faculty development programs had similar traits:
 - Culture of Learning---collaborative, inclusive, and engaging.

- Leadership---administrative and faculty leaders who understood the culture and were willing to nurture a climate for learning.
- Ownership of Goals---goals that were clear and deliberate and reflected both individual faculty goals and institutional goals; goals to improve student learning.
- Structure and Sustainability---programs that were coherent and connected to other institutional initiatives; programs that were long-term, that included follow-up activities, and that were intentional, ongoing, and systematic.

Chapter 3

METHODOLOGY

According to Creswell (1998), "Qualitative research [is] an intricate fabric composed of minute threads, many colors, different textures, and various blends of material" (p. 13). This idea of finding many threads, colors, and textures of data and then weaving them into a fabric that is representative of the documents, ideas, and people from which they came was stimulating, challenging, and intriguing. The research took careful review of the raw material (the written Quality Faculty Plans and interview transcriptions), extracting threads from each that when woven together presented a depiction of how the Iowa community colleges as a whole had responded to the requirement to design and implement Quality Faculty Plans.

Creswell continued, "Like the loom on which fabric is woven, general frameworks hold qualitative research together" (p. 13). This framework suggests that a holistic, total picture should be sought; contradictions in data are not errors but rather add to the dynamics of the data; and realities are constructed. According to Bogdan and Biklen (2003), qualitative researchers do not attempt to resolve ambiguity, they focus instead on "how various participants see and experience It is multiple realities rather than a single reality that concern the qualitative researcher" (p. 27).

Frameworks of qualitative study involve discovery, seeking to understand other's interpretations and determining perceptions. The focus of qualitative research is on design and procedures to gain real, rich, deep data, to see an emerging picture and then to weave a tapestry of information, perceptions, and views. "It is not that qualitative research design is nonexistent, it is rather that the design is flexible" (Bogdan & Biklen,

2003, p. 50). How a qualitative researcher proceeds in the research is based on the “theoretical assumptions (that meaning and processes are crucial in understanding human behavior, that descriptive data are what is important to collect, and that analysis is best done inductively), [and] on data-collection traditions (such as participant observation, unstructured interviewing and document analysis)” (p. 50).

Qualitative researchers understand the need to provide credibility and dependability to their work. In 1995, Creswell sought to “review and analyze major qualitative discourses about validity (verification)” (p. 2). In this study, he explained a wide-range of researcher views regarding the issue of validity in qualitative research. Some qualitative researchers advocated simply adopting quantitative methods of validity. Others advocated using very specific qualitative strategies such as triangulation, member checking, and peer examination. On the other end of the spectrum, one researcher had created a metaphor using the image of a crystal rather than a triangle (p. 8), advocating that there are more than three sides from which to view a topic and that a crystal allows us to see, “a deepened, complex, thoroughly partial, understanding of the topic. Paradoxically, we know more and doubt what we know” (p. 8).

In an effort to embrace the flexibility, evolution, and emergence provided by qualitative methods and also to provide frameworks for credibility and trustworthiness, I have aligned my work with an explanation from Bogdan and Biklen (2003). They described the evolution of the term triangulation---that it originally meant that a researcher needed more than one source to make something true. Then, it came to mean that many sources of data were better than a single source. Finally, the term was used to describe using multiple subjects, multiple researchers, different theoretical approaches.

Bogdan and Biklen's perspective is this: "We advise against using the term [triangulation]. It confuses more than it clarifies, intimidates more than enlightens. If you use different data-collection techniques---interviewing, observation and official documents, for example---say that. If you collected data from many subjects about the same topic, say that. . . . In short, describe what you did rather than using the imprecise and abstract term triangulation" (p. 108).

In this study, I used two external types of data collection, each with multiple subjects or samples. These types were (1) analysis of documents from fifteen community colleges and (2) analysis of interviews from fifteen people who served on committees to design Quality Faculty Plans. One assumption of qualitative research is that the researcher is the primary instrument for data collection and that information is mediated through the researcher's human perspective. As one of the data collection instruments in this research, I filtered much of the data through my own experience of facilitating the design and implementation of one of the plans. This human element added both insight and limitation to the study.

At several junctures in the research process, I used member checking. First, I needed to clarify some information with one interviewee (the lobbyist) whose interview gave background information from the original Community College Licensure Task Force and next to assure that I had accurately and appropriately used quotes from the interviews. Three member checks were accomplished through telephone calls, and seven by email (see Appendix K for examples).

According to Denzin and Lincoln (1994), "Qualitative research is multimethod in its focus, involving an interpretive, naturalistic approach to its subject matter. This

means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p.2). This study utilized two methods of formal data collection: analysis of written Quality Faculty Plans and analysis of interviews with stakeholders who helped write those plans.

The Research Process

By the time I began my research, the governing boards of each community college had approved the Quality Faculty Plans. As a result, the plans became part of public record and easy to obtain. I began the research process by collecting (in the following ways) copies of all fifteen Iowa community college Quality Faculty Plans. The faculty of the Community College Leadership Program at Iowa State University possessed copies of many of the plans. After I visited with the Director of the Community College Leadership program, Dr. Larry Ebberts, he emailed copies of six plans and mailed paper copies of another three plans to me. After noting which plans I still needed, I began to search the websites of the other colleges. I was able to print copies of three more plans from community college websites. I requested the two remaining plans by emailing chief academic officers at those two colleges, asking them to mail a copy to me. Because I work at one community college, I already had a copy of the plan for that college. By December 2003, I possessed a paper copy of all fifteen community college Quality Faculty Plans.

During the time that I was collecting copies of the Quality Faculty Plans, I happened to be in a meeting with an administrator for the Division of Community College at the Iowa Department of Education. I was telling her about my research topic,

and I asked her if she saw any issues of which I needed to be aware. She indicated to me that, as with most mandates, the requirement to develop Quality Faculty Plans had created some controversy among community college administrators, particularly presidents. After checking this with the president for whom I work, I decided to compose a letter explaining my research and send it to each community college president, chief academic officer, and human resource director. Since the Quality Faculty Plans were part of public record, this letter was not one asking for permission to do the research, but rather explaining the research and assuring these administrators that I had no intention of holding up one plan as better than others or revealing the identity of any plan. I explained that the purpose of the study was to get a broad picture of how we as a system designed and implemented our plans. The letter explained that I would be reviewing the Quality Faculty Plans and then interviewing members of the committees who helped design and implement the plans. The letter encouraged the recipients to contact me with any questions (Appendix C). None of the recipients called with concerns. Therefore, I determined that there were no concerns that would be obstacles to my research.

It was during winter break that I began to spend some extended time reading and completing initial analysis of the written Quality Faculty Plans. When Creswell (1998) described the initial step in a qualitative process, he suggested, "first, a general review of all information, often in the form of jotting down notes in the margins of text. I [Creswell] personally favor reading through all collected information to obtain a sense of the overall data" (p. 140). At this time, the data were in the form of the written plans only. I knew that I would be conducting interviews with members of the plan design

committees, but I had not yet formulated the interview questions or contacted any potential interviewees. I proceeded as Creswell suggested.

As Creswell (1998) further explained his views of research methodology, “We examine the qualitative data working inductively from particulars to more general perspectives, whether these perspectives are called themes, dimensions, codes, or categories. Recognizing the highly interrelated set of activities of data collection, analysis, and report writing, we do not always know clearly which stage we are in” (p. 20). Creswell’s words accurately describe the process of my study: data collection and analysis were recursive, one leading to the other, circling around for additional consideration. This process continues to add depth to each idea while still moving the process ahead.

The initial phase in the research was, as Creswell explained, to read the plans several times to become familiar with the content and begin to develop a codification schema. Initially, I began to read the plans, noting where in the plan I saw evidence that each requirement of the Iowa Code 260C.36 (Appendix A) and the Iowa Administrative Code (Appendix B) had been addressed. Because each plan had been designed to meet the requirements of the law, approved by the individual college’s governing board, and filed on time with the Department of Education, each plan had *addressed* all requirements, albeit some in more detail than others. What began to pique my interest was *how* each plan addressed the requirements, and what similarities and differences I was finding.

As in Bogdan and Biklen’s (2003) metaphor to explain qualitative research, “as [the researchers] read through [the] data, certain words, phrases, patterns of behavior,

subjects' ways of thinking, and events repeat and stand out" (p. 161). Under the premise that qualitative data is emergent as described by Bogdan and Biklen, I began to code the Quality Faculty Plans based on ideas that emerged as important because (1) they repeated themselves from plan to plan, (2) they appeared much different from plan to plan, or (3) they were completely unique to one plan. Examples of ideas that became coding categories were (a) format of the plan, (b) who monitors the plan (c) faculty standards/competencies. A full list of these codes and characteristics that made up the codes is shown in Appendix D.

Each of the codes in this first iteration of data collection and analysis was assigned a highlighter color or ink pen color. As I continued to analyze the plans, each sentence, paragraph or section of a plan that was indicative of a code category was marked with the assigned color. Additional notes in regard to the coding, my thinking about a particular idea (including questions for further study), and items that had potential to reveal the thinking behind the plan were made in the margins and/or on a separate page of notes specific to that plan. The plans and the note pages had been assigned numbers from 1 through 15. These numbers had been assigned randomly so as not to reflect an alphabetical listing of the names of the community colleges and not to reflect the Roman numerals indicating the merged areas in which the colleges reside in the state.

After all written Quality Faculty Plans had been coded and analyzed, I began to prepare for the second method of data collection and analysis: interviews with people at each college who had served on the committees to design and develop the individual Quality Faculty Plans. The first step in this process was to apply to the Drake University

Institutional Research Board for approval to conduct research using human subjects. Approval was granted in March 2004 (Appendix E).

Simultaneously, I began to compose interview questions that added to the data already collected and compile a list of potential interviewees. These processes are explained below.

Because I serve as the Chief Academic Officer (CAO) at one of the Iowa community colleges, and most community college CAOs were involved in the development of Quality Faculty Plans, I utilized the group of community college CAOs as a resource for finding appropriate interviewees. At the March 2004 CAOs meeting, I asked all of the other fourteen CAOs if they had served on the committee to develop the Quality Faculty Plan at their institutions. Then, I asked those who had served on a Quality Faculty Plan committee if they would consent to an interview. Some of the CAOs indicated that they served only in a consultative or facilitative role and believed that the research would be better informed if I interviewed someone else from the committee at their college. The CAOs then suggested either a human resources (HR) director or a faculty member, depending on who chaired the committee or had the most active role on the committee.

Careful consideration was given in determining how many interviews to conduct and what type of interview data would best inform the study. If the research had been in-depth to the process of only two or three Quality Faculty Plans and their colleges, I would have needed to interview several people from each of those two or three institutions to get a full, clear picture of their plan and process. The possibility of interviewing several people at each college was considered for this study, also, but rejected. This decision was

made based on the thinking that the study's intent was to (referring back to Creswell's 1998 metaphor) find threads, colors, and textures from all fifteen community colleges to weave a depiction of the development and status of Quality Faculty Plans. Although a larger number of interviews would have added texture to the data, it was not necessary to this research. The fact that only one person from each college was interviewed provides a very limited (although a knowledgeable) perspective from each college and should be understood as a limitation of this research. A more in-depth study of specific plans and the cultures that devised them could be a topic for further research.

The same careful consideration was given to devising the interview questions as was given to the decision of how many interviews to conduct. The intent of the interviews was to gather more, richer data than could be obtained from the written plans about the processes of design and implementation of the Quality Faculty Plans. Major goals of a qualitative researcher are to capture meaning, to see participant perspectives, and to understand how different people "make sense of their lives" (Bogdan and Biklen, 2003, p. 7). In designing interview questions for this study, I focused on those pieces of data from the first analysis that I felt needed and could provide more insight into why and how the plans developed as they did. Several times in the notes that I had written in the margins during the original analysis, I asked questions of why or how. For example, why did a particular plan have a communication competency listed, but did not explain how an instructor was to demonstrate that competency? The following graphic (Figure 1) summarizes the connections between the original coding (Appendix D) and the interview questions, as I attempted to extract more detailed information about specific topics. A list of final interview questions may be found in Appendix F.

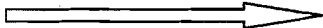
Figure 1

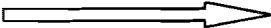
Connection Between Quality Faculty Plan Analysis Codes and Interview Questions

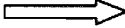
Quality Faculty Plan Codes

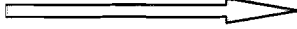
A. Format of Plan

B. Monitoring of Plan

C. New Faculty Orientation  Interview Question 6

D. Faculty Standards/Competencies  Interview Questions 2, 3

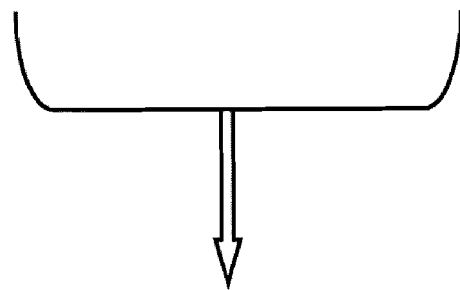
E. Recommended/suggested/accepted activities  Interview Question 7

F. Demonstration of Competencies  Interview Question 4,

G. Partnerships with other schools/agencies

H. Other employees

I. Requirements for Continuing Professional Development  Interview Question 7



Interview Questions 1, 5, 8

In late March 2004, I finalized both the interview questions and the list of potential people to interview. The final list was composed of one person from each community college who was very active in the development of the Quality Faculty Plan at their institution. These people were CAOs, HR directors, and faculty. One other community college administrator was added to the interview list because he had served on the initial task force and later as a governmental liaison/lobbyist who helped draft the language of the legislative bill. This interview was completed to provide background and intent information for the study.

Soon after Institutional Review Board approval, I personally contacted each potential interviewee by either telephone or email to request their participation. During the initial contact, I described the study, explained that I was interviewing a committee member from each college, and asked the potential interviewee if he or she would participate in an interview for my research. All were very quick to agree to interviews, and several were very interested in the results of the study. They, too, wanted to know how other colleges had developed their plans. When a potential interviewee consented, as they all did, a date and time for the interview was established and I emailed a written consent form to the interviewee.

The consent form (Appendix G) explained the study and the interview process, indicated that the interview would last approximately one hour, assured anonymity, declared that the participant could withdraw at anytime, and allowed for the participant to request a report of the data collected. The participants mailed (via U.S. Postal Service)

the consent forms with original signatures (theirs and a witness') to me, and I made sure that I had received each one before the interview time with that participant.

In April 2004, interviews began. The final interviewee group was composed of four faculty members, five chief academic officers, five human resources directors, and one administrator/legislative liaison/lobbyist. One of the administrators had been a faculty member when the Quality Faculty Plan was developed but had been promoted by the time of the interviews. One of the interviewees also served on the original Community College Licensure Task Force commissioned by the Director of the Iowa Department of Education in 2001 to study community college licensure. All interviews took place during April and May of 2004.

All interviews except one followed a standard format. The one exception was the interview with the legislative liaison/lobbyist. During this interview, the questions were similar to the other interviews but more directed toward the initial legislation, the task force process, and the reasons behind both. The interview was less structured, more of a taped conversation, and the questions were more open-ended. This interview dealt with how the legislation came about: the intent and also the process.

Each interview lasted between 30 and 60 minutes. Three of the interviews were conducted in face-to-face meetings. Twelve interviews were conducted over the telephone from my office. For each telephone interview, I used a speakerphone, a tape recorder, and some traditional pen-and-paper note taking on an interview form from which I was working (see Appendix F). At the beginning of each telephone interview, I was careful to ask if the participant was ready and explain that the interview would take no more than one hour (most only took 30 to 40 minutes). I also informed the participant

that I was using a tape recorder and a speakerphone but that I was the only one in the room.

As I began to collect a few interviews it was time to begin transcription. Following a suggestion I had read about needing the experience of transcription (and being a martyr), I transcribed the first two audio taped interviews myself from the tape recorder—starting, listening, stopping, typing, starting, reviewing, correcting, etc. It took me four hours to do the first 40-minute interview. As enlightening as this was, I soon realized that my time would be much better spent in other tasks of my research and my job; therefore, I hired a transcriptionist to complete the other interviews. Because interviews allow for various perspectives, I expected to see and hear different styles of communication in the interviews and the transcripts. What I had not expected was the variety in length of the interview transcripts. All participants were asked the same basic questions. Some participants explained much more or gave many more examples, or their answers led to more follow-up questions. Consequently, each interview yielded between 7 and 25 pages of uncoded data.

As the typist finished the transcripts, I began analysis of the interviews. The initial analysis began in a way very similar to the analysis of the written Quality Faculty Plans. I read the interview transcripts several times and made notes and memos in the margins. The notes and memos in the margins were usually one word or a phrase that labeled a quote, a sentence, or a paragraph. Appendix H contains a list of the labels used.

The following metaphor from Bogdan and Biklen (2003) helps describe the qualitative procedure used for the next step in the analysis of the interview transcripts:

Imagine a large gymnasium in which thousands of toys are spread out on the floor. You are given the task of sorting them into piles according to a scheme that you are to develop. You walk around the gym looking at the toys, picking them up, and examining them. There are many ways to form piles. They could be sorted according to size, color, country of origin, date manufactured, manufacturer, material they are made from, the type of play they encourage, the age group they suit, or whether they represent living things or inanimate objects. (p. 161)

This metaphor describes the skill of classifying ideas in categories. In *Dimensions of Learning*, Robert Marzano (1992) describes the teaching of the classifying process under one of the “Extending and Refining Knowledge” skills that educators should teach students of all ages. The steps that Marzano advocates we teach students to do in classifying are (1) What do I want to put together? (2) How can I put them into groups that are alike? (3) What is the same about things in each group? (4) Is there anything that does not belong? Do I have to make another group? (p. 97) The metaphor and Marzano’s steps describe the thinking process a qualitative researcher uses to develop a coding system. Bogdan and Biklen went on to explain that the researcher finds words, phrases, patterns or events that stand out and repeat. The researcher writes down words to name these patterns, and these words are coding categories “They are a means of sorting the descriptive data [researchers] have collected (the signs under which you would pile the toys) so that the material bearing on a given topic can be physically separated from other data” (p. 161).

At this point, the labels and comments I had written in the margins of the transcripts became the “signs under which [I] would pile the toys” (Bogdan and Biklen, 2003, p. 161). In a version of cut and paste categorization, I wrote each label as a heading at the top of a clean sheet of paper. From each interview, I wrote the comments and ideas with the same label under the heading. When I finished this part of the process, I regrouped and recategorized the information, combining some into broader categories and separating some ideas to create multiple categories. Working from the smaller, more particular labels and combining them into larger, more general categories, I began to find threads of data on which to begin formulating findings. Labeled information that could be absorbed into a category was grouped in that category; labeled information that did not have a connection to any other information either fell away or became part of a category for unique traits.

At this point I had extracted major categories from analysis of the data from the written plans and also categories from the analysis of the data from the interviews. The same grouping and regrouping process as before was used to synthesize the data from the written plans and the data from the interviews. Table 2 shows how data from the analysis of the written plans were synthesized with data from the interviews into four major categories: format of the Quality Faculty Plans, understanding of practices in faculty development, interpretation of the term competencies, and influence of culture.

Chapter 4

FINDINGS/ANALYSIS

In all aspects of the qualitative process, researchers face challenges of portraying the process and the data in believable, credible ways. Writing about findings and analysis provides one such challenge. According to Tesch's Ten Principles and Practices in Qualitative Data Analysis (1990) qualitative data analysis is an eclectic process—there is no one correct, scientific, or mechanical way to do it. Rather, the process is cyclical, reflexive, and concurrent with data collection. The organization emerges from the data themselves. Writing styles for presenting qualitative research range from formal, traditional writing to very informal storytelling and should be chosen to match the research design.

In this research, the analysis and findings are presented in a style less formal than traditional research writing and less informal than storytelling. The data collection revealed some major categories of data that may or may not be considered themes and, yet, do not lend themselves well to storytelling. The data contain concrete descriptions of detail and examples of various dimensions of the issues. They do allow for the weaving of a richly textured (many different threads of the same topic) depiction of the state of the Quality Faculty Plans in their first year of implementation. The depictions are reflective of Creswell's (1998) statement that "We present our data, partly based on participants' perspectives and partly based on our own interpretation, never clearly escaping our own personal stamp on the study" (p. 20). The findings are presented in a "narrative that takes the reader into the multiple dimensions of a problem or issue and displays it in all of its

complexity” (Creswell, 1998, p. 15), and contain examples and data from both the analysis of the written plans and the analysis of the interviews.

This research revealed four categories of information that together created the fabric of the design and implementation of the Quality Faculty Plans. These major categories were (1) variation of format of the Quality Faculty Plans, (2) understanding of practices in faculty development, (3) interpretation of the term *competencies*, and (4) influence of the college culture.

Format of the Quality Faculty Plans

One of the initial reasons to eliminate community college faculty licensure in Iowa was to allow each college to have local control of the credentialing and development of faculty, to allow for each plan to be individual. Analysis of the written Quality Faculty Plans and the interviews with plan designers showed this individuality to be true.

Although the fifteen Quality Faculty Plans were required by legislation to contain certain elements, the look and formats of the plans varied. Often the format was based on the culture of the particular community college and was reflective of the personnel (and the design model they were accustomed to using for any written plan) who designed the plan for a specific college. For example, many of the written plans contained the college mission, philosophy, purpose, and/or belief statements. Some plans contained mission, philosophy, purpose, and/or belief statements specific to faculty development or faculty quality. Some plans did not contain these elements, and thus did not reveal specifics to a particular type of planning model.

Some of the Quality Faculty Plans were all-inclusive, containing all plan elements, procedures, and forms that a faculty member needed in order to meet the requirements of the plan. Two colleges approved and submitted (to the Iowa Department of Education) a plan document that was a skeleton and a statement of assurance. These plans contained all the element headings required by the Iowa Administrative Code. Under each heading was an explanation that the college accomplished or would accomplish that element. The explanation often was a restatement of the Iowa Code. For example, under the heading Instructional Competencies, one plan read, "Through the implementation of the Quality Faculty Plan, instructional competencies will be developed for [Community College 3] faculty. These competencies will be reflective of instructional and subject matter areas. Specific activities will ensure faculty attain and demonstrate instructional competencies and knowledge in their subject of technical areas" (Quality Faculty Plan 3, 2003, p. 3). No explanation of how the elements were to be accomplished was written into the plan. A reader would need knowledge of the culture of the college, its practices, and its procedures in order to understand how the Quality Faculty Plan for that institution worked.

Several of the colleges had a general, approved plan document and then a procedural document that contained the specifics of implementation. Committee members stated that this was done by design in order to allow maximum flexibility in revision of the procedures. Procedures and forms can be revised without Board of Trustee approval if they are included in a separate procedural document rather than in the actual approved Quality Faculty Plan. This flexibility was important to committees in order to reflect the culture of their institutions and the growth of the process.

During the interviews, some of the participants made references to changes in their plans—either changes they had already made or changes they suspected the committee would make when they reviewed the plan. All were pleased with the fact that the local control of the plans meant incredible flexibility to change as needed. Twice, the plans were called living documents and a third participant used the term dynamic document. Participants talked about flexibility within the plans: flexibility to accept a variety of experiences, flexibility to assign particular activities to different categories as they apply to different faculty, flexibility to grant extensions when necessary, flexibility to accept different ways of demonstrating a particular competency. The only frustration with the flexibility occasionally came from the human resources directors. One of them exclaimed that as a result of being very flexible, “We have created just a heck of a record keeping monster!” (HR Interview 1, April 26, 2004). She went on to explain, though, that they are happy with their system other than it was administratively cumbersome.

Understanding of Practices in Faculty Development

Throughout this research, it became clear that during the development and first-year implementation of Quality Faculty Plans, Iowa community college personnel did not possess a common understanding of faculty development or best practices in teaching or faculty development. These first iterations of the Quality Faculty Plans contained some evidence of faculty development best practice at individual colleges, and some colleges viewed the intent of the plan to improve faculty, not simply replace licensure. The personnel at these colleges had carefully considered the Quality Faculty Plan as part of their overall improvement processes (faculty goals that link to institutional goals) and had linked the Quality Faculty Plan to their mission, philosophies, and organizational

practices. One faculty member said, “it’s a little bit like the AQIP (Academic Quality Improvement Plan, a model of the Higher Learning Commission of the North Central Association of Colleges and Schools) model that we’ve been running for the last decade or so, certainly for the last five years where instead of saying you are passing or you are failing it’s more of a focus on the process, a focus on the progress on that process,” (Faculty Interview, May 12, 2004).

Many of the interviewees from these colleges used language that indicated a concern with quality and student learning. One faculty member said, “We just kept making sure that was sort of our mantra. Our mantra was ‘how was that going to affect student learning and is it best for the students?’” (Faculty Interview, May 6, 2004). Some college personnel talked knowledgeably about initiatives such as The Learning College (O’Banion, 1999), or the development of a teaching and learning center. These types of initiatives focused on improving teaching and student learning.

During the research, interviewees were asked if their committees held any discussion about best practice in either teaching or faculty development, and if so, how did this discussion inform the plans? In answer to this question, none of the interviewees discussed particular philosophies that guided their instruction or faculty development plan. None discussed concepts or criteria for best practice in teaching or staff development. Some mentioned particular materials that they adopted or adapted. One participant talked about the concepts of Terry O’Banion’s Learning College (1999), but said that his college was not immersed in a program to move to a Learning College concept; rather this participant used some of the concepts and promoted them through on-campus faculty development opportunities. One CAO offered that his group had no

discussion about best practice in teaching but had much discussion about best practice in faculty development, and that “clearly people had different ideas of what professional development was” (CAO Interview, April 17, 2004). This particular college conducted a climate survey each year, the long-term results of which indicate that the faculty felt they learned best when they were responsible for their own development, so the Quality Faculty Plan at their school was very individualized.

The question asking interview participants about discussion their committee had regarding best practices in teaching or faculty development produced some long, thoughtful, perplexed pauses. Interviewees were often surprised at the question and revealed that they had never really thought about best practices. Three answered that they had considered best practice, but when pushed to describe best practice, they asked questions such as “Do you mean whether is it online or face-to-face?” “What kinds of discussions?” or, after answering, said “Is that what you are looking for?” Several participants talked about what they were currently doing, but none of them compared what they were doing to any research on best practice. The closest they came to aligning with best practice research was to talk about faculty development in technology, which is one of Terry O’Banion’s Learning College (1999) concepts. No one talked about teaching methods that have been proven in certain areas to increase student learning or staff development practices that have proven to increase the learning and development of faculty skills. Two participants mentioned that during the Quality Faculty Plan development process, some of their committee members visited Johnson County Community College in Overland Park, Kansas. Johnson County had a reputation for

quality improvement processes including faculty development, so they were attempting to model a program that was known for best practices.

In response to the question about best practice in teaching, many described identifying a faculty member who was considered to be a very good lecturer or who used a technique particularly well and having that person do a presentation to other faculty. Many pointed out the former licensure course called New Teacher Workshop as what they utilized to promote best practice in teaching. New Teacher Workshop was a university course that gave samplings and examples of concepts and tasks new teachers should know about and do as they were getting started. Topics covered in this course included grading, record keeping, and lesson planning. Some community colleges developed their own version of this course as part of their New Teacher Orientation for the Quality Faculty Plan.

Two Iowa community colleges had learning resource centers for faculty; others indicated that they had researched some colleges with Teaching Excellence Centers. The participants talked about these centers as offices where faculty development activities were planned and offered. These types of offices are one institutional commitment to teaching and learning. The centers were usually grant funded and staffed by a director who organized the opportunities for faculty development. Teaching center activities ranged from college-wide speakers and training sessions to online courses. The center was also a place where a teacher could go to get help with a particular instruction-related problem. Many, if not all, of the offerings at these centers were technology training opportunities.

During the first-year implementation of the Iowa community college Quality Faculty Plans, most faculty development was delivered via the traditional means of conference attendance or courses and workshops that were offered during days or times designated for staff development. Although the pool of activities considered appropriate for faculty development had expanded and become more flexible than faculty development activities previous to Quality Faculty Plan implementation, the written plans and interviews studied contained little discussion of skill practice or follow-up activities, which would have been part of a structured, sustainable faculty development plan. There was also little discussion of a sustained program for faculty development built around specific outcomes, and little discussion of comprehensive faculty development plans. Evaluation and measurement of the Quality Faculty Plans was based on completion and participation.

As a follow-up question in some of the interviews, participants were asked if they thought the Quality Faculty Plans would improve teaching and learning in the community colleges. Answers and perceptions varied greatly. One CAO simply said, "No." Then, he went on to say that the plan he is familiar with would not improve good teachers; "they do that [improve themselves] anyway" (CAO, Interview April 17, 2004). This CAO thought the plan might help mediocre teachers, and he went on to explain, "And the reason is because--I think it will simply by association and by the public documentation of this stuff--they'll feel more obligated to participate and I think it will. Also, it focuses their supervisor, dean, whatever, to see that you've got to actually do something and there are some things you can do to help people get a little better" (CAO, Interview April 17, 2004).

One human resources director said that the Quality Faculty Plan would improve teaching and learning for those people and institutions who take it seriously. Another participant referred to the institutional philosophies and intent, saying that at his college they always ask themselves if a decision or initiative or activity will improve student learning. Whereas many participants viewed teaching and learning as the overall reason and umbrella for faculty development, one CAO said that he believed that the whole issue was much broader than teaching and learning and that the competencies his college had in place would actually push the faculty member to go beyond just the teaching and learning and really to have an understanding of the college.

When faculty participants were asked if they thought faculty around the state saw the Quality Faculty Plans as a way to improve teaching and learning, one said he was not sure faculty saw it at that time but that faculty had not been involved with the plans and processes long enough. Another faculty member said that yes, around the state, he thought faculty believed the Quality Faculty Plans would improve teaching and learning. Another faculty member indicated that whether or not the Quality Faculty Plans really did improve teaching and learning would be difficult to discern.

In approximately half of the interviews, I asked a follow-up question about whether the institution had a faculty development plan before the Quality Faculty Plan. No one said that they had a formal, written plan; six answered that they did not. One responded that they only had what was required by the Department of Education for relicensure. Another said that faculty took courses to gain salary schedule increases, and a third described a staff development committee with a faculty subcommittee. Typically, the staff development committees before Quality Faculty Plans dealt with approving

funds for staff development travel and expenses, or they dealt with planning in-service days. The answers to this question indicate that the Quality Faculty Plans are a first step toward structured, sustainable faculty development plans.

Interpretation of the Term Competencies

Although it was recommended in the Administrative Code “that the plan [Quality Faculty Plan] identify faculty minimum competencies and explain the method or methods of determining and assessing competencies,” the study revealed that there was not a common definition or understanding of the term competency among the fifteen community colleges. Competency was defined in some plans as credentials, degrees, and credit hours. In other plans, competency was defined as skill in particular areas or at particular techniques. One faculty member said his committee defined competency as, “ability that could be measured or seen by an observer in the classroom” (Faculty Interview, April 27, 2004). In still other plans, competency was defined as categories of growth, or standards of performance. In no plan was there any level of performance set for particular competencies.

In some cases, the plans were unclear as to the role that the competencies played and left these questions: Are all instructors required to meet competency, or just new instructors? Do instructors have to *meet* competency (or competency levels) or simply work toward them, get better at them, have experiences that should make them better at the competency? What is the fit between the new teacher orientation topics and the competencies?

The majority of the Quality Faculty Plans contained very similar competencies, partly due to information disseminated at a two-day conference sponsored by Iowa

Department of Education and the Iowa State Education Association. During this conference, a list of teacher competencies from INTASC (Interstate New Teacher Assessment and Support Consortium) was distributed to teams of community college faculty and administrators who were beginning to develop their Quality Faculty Plans (Appendix I). One or two colleges had already adopted some or all of these competencies, so a model was in place for other colleges to follow if they chose, and that model had been endorsed by both the research of INTASC and the local influence of at least one Iowa community college. Other information that influenced several of the plans came from the State of Iowa Professional Standards for Teachers (k-12 teachers). The plan from Community College 9, in fact read, "adapted from State of Iowa Professional Standards for Teachers" (Appendix J).

Analysis of the written plans indicated some discrepancy and even disagreement about what constitutes faculty competencies. The plans listed topic areas in which an instructor should be competent, but the plans did not set competency levels or tell how the levels were to be measured. For example, several plans indicated that a faculty member must have good communication skills, but there were no explanations of what constituted good communication skills or how the instructor would prove that he or she was competent in communication skills.

The interviews confirmed the confusion about the definition and measurement of competencies. One of the questions during the interview process was, "What is your committee's definition of the term *competencies* in relation to the Quality Faculty Plan?" In some cases, this question drew laughter from the interviewee. In most cases it drew reflective silence and contemplation. The question did not draw the quick answer that one

might receive if the interviewee had a clear understanding of the definition. In answer to the question, most interviewees explained what their competencies were rather than what definition they had used. They listed their competencies, rather than defining them.

Interviewees' explanations of their process to define competencies also varied. One CAO said, "Well, we didn't have much discussion about it because nobody really understood that very much" (CAO Interview, April 17, 2004). Some of the committees relied on past practice and basically said if a teacher had taken certain courses or met certain degree requirements—and the state of Iowa had accepted that for 30 years—then, that must mean the teacher was competent. One interviewee said that her committee collected sample competency lists from state and national organizations, but she acknowledged that these organizations typically have competency lists that were written for K-12 teachers, not community college teachers.

One HR director described a process by which the committee reviewed the evaluation instruments of the institution and aligned the competencies with the elements of that evaluation. Another HR director said that her committee really did not spend much time at all on defining or choosing competencies, but it was not out of lack of understanding or concern. She was impressed with the process of her committee. They seemed to know what needed to be done and did it. Two interviewees explained how their committees had truly started with questions such as "What identifies a competent faculty?" and "What does it mean to be competent?" One said, "We came up with seven competencies, and when we talked about competencies we said these were areas that we felt every faculty member needed to develop skills in. . . to be a good teaching faculty member" (HR Interview 1, April 26, 2004). The second of these two interviewees said,

"We wanted to make sure that we had not only quality instructors with credentials but also have those skills or competencies that they needed in the classroom" (CAO Interview, April 21, 2004). This committee apparently did not view credentials as proof of skill or competency.

A question that brought even more laughter from interviewees than the question about definition of competencies was "Describe the discussion your committee had about *demonstration* of competencies." In most cases, this brought nervous laughter as the participants remembered the debate and discussions within their committees. Education, and higher education in particular, has (for years) attached itself to the earning of credit hour as proof of competency. Under the previous licensure practices of the State of Iowa (for both K-12 and community college teachers) a prospective or new teacher met minimum competencies by taking specific college or university courses. If those courses were satisfactorily completed, a grade issued, and a transcript on file with the Department of Education, then the teacher was deemed to be competent to teach. With the introduction of the accountability movement in education, these practices are being questioned. As one human resources director replied when asked what her committee viewed as acceptable demonstration of competency, "That's *always* a good question" (HR Interview 1, April 26, 2004).

Again, the descriptions from the interviewees were varied, even to the point that some of the interviewees were so convinced that degrees or credit hours represented competency, they talked about degrees and credit hours *as* competencies. Others believed very strongly that degrees or credit hours definitely did *not* equate with competency. One CAO discussed the fact that being introduced to material does not at all mean that a

person is competent in the knowledge or skills represented by that material. One faculty member discussed the idea of "putting in" the contact hours, the seat time—"how do we know they got anything out of it?" (Faculty Interview, May 6, 2004). Two CAOs described a difference between the beliefs of arts and sciences instructors and the beliefs of technical instructors. In one CAO's experiences, the arts and sciences members of the committee believed that a master's degree proves competency, but the technical faculty often found fault with the teaching methods of their arts and sciences colleagues and consequently did not believe that the arts and sciences faculty had necessarily achieved competency. Technical faculty did not believe that a degree was an automatic proof of competency, and in fact, one had said, "Have you ever listened to some of them talk?" (CAO Interview, April 22, 2004).

Four colleges tied demonstration of competency to classroom observation and/or performance evaluation, creating a Quality Faculty Plan and plan cycle that paralleled the faculty evaluation plan and cycle. Others were adamantly opposed to this tie and openly advised their supervisors to keep the two completely separate from each other. One committee kept the two processes totally separated from one another because they believed the separation would help focus the Quality Faculty Plan on teaching and learning, and keep requirements of the plan out of any contract negotiations.

Some colleges required the supervising academic dean to decide if a faculty member demonstrated competency. This process usually allowed many alternatives for demonstration of competency. One school had a graduated process for new faculty during which the faculty member's experiences and credentials were assessed as the first step, then those faculty members took classes or workshops addressing topics in which they

were not yet competent, and finally they were expected to demonstrate to the supervising dean that they had mastered the competency. This demonstration involved classroom observation or any other evidence that the dean accepted as appropriate.

One school had a matrix containing a column listing activities, a column naming the competencies that particular activities addressed, and a column to record documentation. The documentation column contained the terms *attendance*, *grade/transcript*, *event completion*, etc. These artifacts or experiences were acceptable demonstration of competency. At the schools where the Quality Faculty Plan contained an individual plan component that the teacher created for herself, a requirement of the plan called for the instructor to write a demonstration of competency into the plan. The information presented contained no evidence of the types of demonstration that would be accepted, just that the plan must include a planned way to demonstrate competency.

One person answered the question about demonstration of competency by saying that there was much debate in her group about demonstration; the debate was actually about whether or not past teaching experience was proof of competency for a new-hire or did the college need some kind of “tangible” evidence—tangible in this case meaning a document, a transcript. One HR director explained that her group struggled and struggled with the question of whether they were going to allow people to use seat time in a class as demonstration of competency. This committee asked themselves if there was any other way to do it. Is there something else that might work to show that teachers have achieved a level of competency? In the end, the committee decided to accept completion of a course or experience as demonstration, saying, “We did end up resolving ourselves to successful completion” (HR Interview, April 28, 2004). This HR director said that her

committee did not necessarily like their decision, but they did not know how else to demonstrate competency.

One plan contained a question and answer section for veteran faculty in which one question was "How will [the college] and I know if I meet competencies?" (Quality Faculty Plan 8, p. 5). The answer explained that if a teacher had met the requirements of New Teacher Orientation or previous licensure, then an assumption of initial competency was made. In the continuing development phase of their plan, the faculty development activities were said to "upgrade and update your skill in these areas" (p. 5).

According to the lobbyist, the issue of demonstration of competency under the Iowa Community College Quality Faculty Plans was one that still needed much attention. He indicated that the community college system was only working on the surface of this issue. The lobbyist called the address of demonstration of competency "work undone" (Lobbyist Interview, April 12, 2004) and claimed that the question of "How do we know?" that had plagued educators (about students and themselves) for centuries had "morphed into accountability." He believed that society (and the legislature) was not going to accept this ambiguity in education as a whole, community colleges and universities specifically, much longer.

During the first year of implementation of the Quality Faculty Plans, Iowa community colleges were assessing faculty competency by participation, credit hours, and degrees. Classroom observation was the only other assessment of faculty competency mentioned. Among community college personnel, there was not a strong desire to investigate other ways of assessing competency. Some interview participants were aware

of other ways to measure competency, but no one stated an intent to pursue any other method at the time of the study.

Although the Quality Faculty Plans all contained faculty competencies, they also all contained a reliance on continuing education units or credits as a way to quantify faculty development experiences toward these competencies. A majority of the plans were developed with a continuing education cycle—some three-year cycles, some five-year cycles—similar to the former licensure renewal cycle. Faculty members were expected to complete a certain number of experiences, hours, units, or credits as a way to prove involvement in faculty development activities.

Influence of College Culture

During the interviews and analysis of data, it became clear that the culture of each college itself had an important influence on the design of the Quality Faculty Plan for that particular institution. This fact was neither startling nor without design. In fact, the flexibility to design faculty orientation and development activities most suited to the needs and culture of a particular institution was a major catalyst in the original concept of the Quality Faculty Plans.

Participants indicated that one of the best results of the shift to Quality Faculty Plans was the ownership, the fact that the college could design the parts of New Teacher Orientation to accomplish major objectives, yet New Teacher Orientation could also be designed to reflect the philosophies and needs of the individual college. Courses or experiences about the history of community college could include the history of the specific college. Curriculum and assessment design courses could include the general concepts and also include how curriculum and assessment work at a specific college.

One HR director literally said, "We were at a great advantage in that we already have a culture that is encouraging of this type of involvement when it comes to process change and decision making, and so I can say I thought this was a great experience for us. I think it was an opportunity for faculty to get together who haven't normally worked together. Certainly, they had a passion about it because it was something they were going to have to do in the future, and so it really gave us an opportunity to become closer with other faculty members and then with each other and I can say I know there are other schools where that hasn't taken place. In those schools there may be more of a contentious environment already. And so, I think, culture and environment of the institution played a big role in how the school was able to move forward and get [Quality Faculty Plans] implemented" (HR Interview, April 28, 2004).

Other interviewees expressed a feeling of liberation in being able to create a process and experiences that best fit their schools and their faculty. In some of the colleges where the culture consisted of open communication and collaborative decision-making, the plans had looser structures. The approval and monitoring systems were owned by faculty themselves. The attitude was that faculty knew what they needed and what they needed to do. Faculty also knew they had to produce documentation that they accomplished what they needed to accomplish. There appeared to be a high level of trust at these community colleges from both the faculty and the administration.

A few very unique, specific elements were present in individual plans that also reflect the culture at a particular college. In one plan, there was an appeals process for the approval of faculty development credit experiences. In at least two plans, the competencies were almost identical to the items listed on a faculty member's job

description for that college. In at least two plans there was a formal, specific statement about the possibility that teachers may be released from employment if they do not meet the requirements of the Quality Faculty Plan.

Plan monitoring procedures also varied and were reflective of the college organizational structure and culture. In at least one community college, total responsibility for the Quality Faculty Plan lay with the individual faculty member. The faculty members were responsible for creating their individual Quality Faculty Plans for the year; they were responsible for collecting evidence that they were involved in activities that moved them toward competencies, and they were responsible for documenting the activities and keeping their own files of this documentation. Their supervisors, in fact, had been cautioned not to make Quality Faculty Plan issues any part of a formal discussion with faculty so as not to imply a tie to performance evaluation. At this school, the Quality Faculty Plan was not to be tied to performance evaluation at any time after initial competencies were met for New Teacher Orientation. According to the CAO of this community college, the faculty members were aware that they were required to produce documents and files in the event of an audit by the Iowa Department of Education or the Higher Learning Commission of the North Central Association.

The majority of Iowa community colleges had a system in which there was a process (and usually a form) to approve activities for credit under the Quality Faculty Plan. The approval entity was the chief academic officer, the human resources director, an administrator such as a dean, a faculty committee, a staff development committee, or the Quality Faculty Plan committee. The approving bodies were often also the entities who monitored the progress of faculty toward meeting the requirements of the plans. In

some cases, the monitoring consisted only of maintaining the files to show that the appropriate documentation was filed, not to check if faculty were meeting competencies.

Faculty response (according to the interviewees of this study) to the processes and requirements of the Iowa Community College Quality Faculty Plans ranged from enthusiastic to defiant to apathetic. As a whole, response was typical to that of any change (which one CAO referred to as painful). Many faculty who started with negative feelings and reactions to the change moved to a neutral or positive position once they understood and/or became accustomed to the new processes. The overall climate and culture of the institution often impacted the individual responses from faculty. In those community colleges where decision-making and discussion were open and inclusive, faculty felt ownership in the process. In those schools where student learning and quality teaching were clear priorities, the faculty responded with acceptance. Several HR directors complimented their committees for working well together and having a good process. A few committees struggled, debated, and battled to find balance.

The culture of the bargaining unit and its relationship to the administration at a particular institution often impacted the processes and the attitudes. From the legislative level, the plan development process intentionally and deliberately required the bargaining unit (usually the local Iowa State Education Association membership) to be involved in creation and implementation of the Quality Faculty Plans. The intent of this requirement was to design a process where faculty was well represented, all stakeholders were at the table, some factions who were often in opposition worked on a positive project, and contracts were protected. In schools where friction between the administration and the bargaining unit were prevalent, faculty response had a tendency to be skeptical and

suspicious, other issues between the association and the administration affected the Quality Faculty Plan discussions, and the level of trust was low. One CAO said that his group wrestled with how to allow a teacher to take courses and ask for help with real instructional issues without appearing to be a weak professional and having that affect performance review. At least one college included an appeals process for activity approval in their Quality Faculty Plan so that faculty who felt unfairly denied an activity could appeal that denial.

At schools where the relationship between the bargaining unit and the administration was collegial, interview participants said that most faculty responded positively or moved from skeptical to positive quickly during implementation of the plan. Several participants indicated strong support and very little resistance from the bargaining unit at their school, but one of the issues that bargaining groups were often concerned about was the funding for faculty development activities. Two community colleges in Iowa did not have formal bargaining units; thus, the plans and interviews from these colleges had no references to a bargaining unit.

Specific examples of faculty response revealed some of the supports or concerns felt by faculty. One CAO reported that skeptical faculty wondered if the Quality Faculty Plan was going to create more paperwork for them. At several institutions there was a concern during the plan creation process that the competencies would be so specific, so tight, and so stringent that faculty would have trouble meeting them and administrators would be watching faculty very closely, "looking over their shoulders in the classroom" (Faculty Interview, May 12, 2004). One faculty member interviewed took the opposite stand. He wanted to serve on his college's Quality Faculty Plan committee because he

strongly believed in continuing professional development for all faculty. He believed that educators can and should always learn more about their craft, their students, and their content. He feared that the elimination of licensure would allow teachers to opt out of continuous improvement and faculty development activities. His fear was so strong that he was worried about new faculty and how the community college system was going to ensure instructional quality and student learning without the regulation of licensure.

Some faculty had concerns with specific elements of their institution's plan. Some compared what they heard about other plans to their own plan and felt that their plan was too structured, too rigid, and that they needed more ways to demonstrate competency. They also heard that faculty members from other institutions were getting faculty development credit for activities different than those activities allowed by their plan, and they wanted to know why they could not also do that same activity. Most interviewees indicated that their plans were very flexible and their committees intended to review the plans and probably include more activities. Interviewees indicated that rumors about faculty from other colleges receiving credit for a particular, unusual activity were not always true. Or, if the faculty member was receiving credit, there were often requirements attached to the activity of which the rumor mill was unaware.

One college had an experience in which their plan was almost complete when a group of faculty came to the committee with a concern that the plan did not require enough units or credits. This was a criticism of the plan, but with a positive intention. Reaction to the number of required credits or units was usually mixed at any given college. One school was struggling with a philosophical difference about course work vs projects as acceptable activities for faculty development. One committee had taken

criticism from their faculty because they included a requirement that each faculty member must obtain some college credit during each renewal cycle, the plan requirements could not all be met with conference or workshop activities.

Examples of the most defiant faculty responses included veteran faculty, highly degreed faculty, or industry experienced faculty who claimed that they could not find any experiences (courses, workshops, seminars, conferences) that would benefit them. They claimed to know everything they needed to know about their content and teaching. Another example is faculty who resisted the process itself by claiming that an activity an administrator had asked them to do was not in the plan, so they did not have to do it. Another was the instructor who simply asked, "What if I don't?"

One controversial issue for faculty had to do with the technical logistics of moving from the licensure process to the Quality Faculty Plans. Some faculty were frustrated with where they were placed on the cycle, meaning how much time they were given to complete the activities and whether any credits they already possessed would apply. Colleges did not all assign these cycles in the same way, and they did not all adhere to the same cycle requirements or lengths. Some faculty felt that they were not given enough time. Many were given extensions or grace periods. One group who often found their placement on the cycle frustrating was faculty who had been licensed by the State of Iowa with a Permanent Professional License. The Permanent Professional License was, during licensure, exactly what it said—permanent. Anyone holding a Permanent Professional License was not required to complete renewal credits or renew the license. This license had been an option for teachers with a master's degree until 1989 when Iowa stopped issuing any new Permanent Professional Licenses. Instructors who

possessed a Permanent Professional License that they obtained before 1989 had not been required to renew their licenses since they acquired the Permanent Professional. They were not required to take any college credit courses. Any development courses or activities in which they were involved were solely by choice or were part of required in-service within their colleges. Under Quality Faculty Plans, all but one community college required instructors with Permanent Professional licenses to follow the requirements in the Quality Faculty Plan.

Several interviews contained descriptions of very positive reactions from faculty toward the Quality Faculty Plans. One faculty member said that the "hall talk" at his school was very positive toward the Quality Faculty Plan. One CAO who was opposed to the plans at the beginning was pleasantly surprised with the quality and quantity of faculty development activities in which his faculty became involved during the first year of implementation. One HR director said that two-thirds of the faculty at her college had submitted requests for Quality Faculty Plan credits in the first year, and that during an Iowa Department of Education review of their process, faculty talked about feeling ownership of their own development. A faculty member who was an interview participant said that he saw the Quality Faculty Plan as a nice fit with his college's accreditation and improvement processes.

When asked what they wished they had done differently in relation to the Quality Faculty Plan and the process, interviewees responded with several changes that they believed would have benefited the faculty and changed the faculty's initial reactions. One HR director explained that at her college, the committee and the administration did not communicate well enough or often enough with faculty when they released the plan

and the plan requirements. They depended on email and web communication, and their faculty was not ready for that to be the major mode of communication on something that took the high level of understanding that the Quality Faculty Plan took. This HR director said, "We probably should have, we should have communicated differently. We relied a lot on sending out information via e-mail and we have a web site, and so we kept referring them to the web site. Well, what we found was that probably 50% of the people aren't paying any attention to that" (HR Interview 1, April 26, 2004). The lack of communication caused too much confusion. Her college corrected this with some face-to-face meetings. Several other interviewees said that they would have involved more faculty earlier in the process. The committee make-up required faculty representation, but most committees also solicited the opinions and help of other faculty members. One HR director wished they had involved additional faculty earlier to foster ownership and make revisions based on questions and suggestions.

Summary

This study of the design and first-year implementation of Iowa community colleges Quality Faculty Plans revealed that the plans were all created differently even though they were based on the same criteria from the Iowa Code. The major differences were apparent in the format of the Quality Faculty Plans, the understanding of practices in faculty development, the interpretation of the term competencies, and the influence of the college's culture on the plan design and implementation.

Chapter 5

SUMMARY, DISCUSSION, CONCLUSIONS, IMPLICATIONS

Summary of Findings

The purpose of this research was to study the design and first-year implementation of the Iowa community college Quality Faculty Plans. Through analysis of the written Quality Faculty Plans and analysis of interviews with plan designers, many variations were found in the ways that the community colleges interpreted the Iowa Code and Iowa Administrative Code to design the plans and carryout the first-year implementation. Specifically, variation in four general topic areas (format of the plans, understanding of practices in faculty development, interpretation of the term competencies, and influence of college culture) emerged from this research.

Format of the Plans---Because the process of developing Quality Faculty Plans was designed to allow for local control, there were no surprises in the fact that the written plans differed from each other. The point that made the plan formats rise to the top of the data as a major point of discussion was the variety and the texture of the differences that emerged. In their response to the Iowa Code requirements, the written plans ranged from simple summaries and assurances of future action to detailed documents that clearly defined each part of the code. For example, plan elements ranged from very general statements that all faculty shall engage in faculty development, to very specific faculty development procedures including an appeal process. Some plans were all-inclusive; others consisted of separate plan and procedures documents. A majority of the plans obviously met the requirements of the Iowa Code. However, there were two, that if read

alone without any supplemental procedural documents, were questionable. Written plan formats also revealed elements of the other three issues: understanding of practices in faculty development, interpretation of competencies, and influence of the college culture.

Understanding of Practices in Faculty Development—Analysis of the written Quality Faculty Plans and analysis of the interviews with plan designers indicated that community college personnel did not have a common understanding of the term faculty development or best practices in faculty development. The term faculty development was used mostly as an umbrella concept to include professional development, personal development, instructional development, organizational development, and content area knowledge development. The majority of faculty development activities outlined in the plans were very traditional, consisting of the attendance at national meetings, conferences, and one-day workshops. Few plans had evidence that the designers were knowledgeable of the elements that are considered to be influences to quality faculty development: a culture of learning focused on improving teaching and student learning; leadership who understand and are willing to nurture a climate for learning; faculty and institutional ownership of faculty development goals; and structured and sustainable plans with follow-up activities for continuous learning and skill building (See Table 1, p. 20).

Interpretation of the Term Competencies—The Iowa Code and the Iowa Administrative Code made it very clear that the Quality Faculty Plans were to contain a list of instructional competencies for quality faculty and an explanation of how those competencies were to be demonstrated. The definition of competencies, what the list should contain, how the competencies should be used, and how competencies should be

demonstrated was neither clear nor consistent among the written plans or among the designers of the plans.

The competency lists in the Quality Faculty Plans ranged from credentials and degrees to “abilities that could be measured or seen by an observer in the classroom” (Faculty Interview, April 27, 2004). The role of competencies in the development of faculty varied from plan to plan. For example, in some plans the competencies were the initial set of skills for an instructor, and continuing faculty development focused on maintaining those skills. In other plans, competencies were skills that an instructor continued to work toward or improve.

Demonstration of how competencies were measured and what outcomes were acceptable also varied by plan. Competency demonstration ranged from transcripts of courses and degrees to classroom observations. Again, there was no intent that every college should adopt the same competencies or demonstration procedures, yet the differences of competencies themselves emerged as an issue, and demonstration of competencies was varied enough to leave question as to a real understanding of competencies and demonstration of competencies.

Influence of College Culture—The one element that emerged as the most closely aligned with the intent of the Quality Faculty Plan process (and the original Task Force) was the fact that the Quality Faculty Plans were influenced by the cultures of the particular colleges. This was supposed to happen, and it did. In both the written plans and the interviews, there was evidence that the organizational beliefs and the organizational structures of a particular college (or at least of the committee who designed the plan) influenced the design and implementation of the Quality Faculty Plan for that college. If

the particular college had a standard planning procedure or format, this was evident in the Quality Faculty Plan. Plan designers expressed feelings of liberation and flexibility in the ability to design courses, workshops, and other learning experiences to capture the specific needs of the college. Faculty responses to Quality Faculty Plans varied from total support to resistance, sometimes being influenced by the relationship between the administration and the bargaining unit. If the college had a culture of cooperation, this was evidenced in the voice and words of the interviewee from that college. In this respect, a best practice and cultural element of ownership was beginning to formulate.

Discussion

This research of how Iowa community colleges designed and implemented Quality Faculty Plans found much variety in the intent and means with which the fifteen colleges met the Iowa Code. All fifteen community colleges addressed the requirements of the code, but each addressed them in different ways. The differences were apparent in the format of the plans, the understanding of faculty development practices, the understanding of the definition and role of competencies for quality faculty, and the culture of the college. Two colleges seemed to barely meet the code with their written Quality Faculty Plans. These colleges intended, at first, to only meet the obligation to have a plan, and to then to create procedures that were more specific to their needs.

Although specific elements of college culture were not studied, the research found clear indications that the culture of a particular college influenced the design and implementation of that college's Quality Faculty Plan. The planning experiences and processes of a particular college were evident in the plan designs and formats. Both the written plans and the implementation of the plans were often influenced by the

relationship between the administration and the bargaining unit of a specific college and also by the faculty response to the requirements of the plans. The literature suggested the need for a culture based on improving student learning (Millis, 1994; Murray, 1999; O'Banion et al., 1994) and tying faculty development activities to the larger institutional improvement goals (Grant & Keim, 2002; Guskey, 2000; Reach, 1994). Some Quality Faculty Plans showed evidence of this type of thinking.

The status of the Iowa community college Quality Faculty Plans after one year is congruent with the research literature about community college faculty development as a whole (Pendleton, 2002; Rouseff-Baker, 2002; Watson & Grossman, 1994). The literature was ambiguous about what makes good faculty development (Gillespie, 2002; Grant & Keim, 2002; Millis, 1994), so were the Iowa Quality Faculty Plans. This researcher's summary of the literature did indicate four influences of quality faculty development: culture of learning (Anderson & Carter-Falsa, 2002; Minkler, 2002; Pendleton, 2002; Wallin, 2002), leadership (Anderson & Carta-Falsa, 2002; McArthur, 2002; Wallin, 2002), ownership of goals (Chopp, et al., 2001; Grant & Keim, 2002; Guskey, 2000; Murray, 1999; Reach, 1994) and structure and sustainability (Chopp, et al., 2001; Grant & Keim, 2002; Gillespie, 2002; Guskey, 2000; McGregor, 2002; Murray, 1999). The literature explained that there was not a clear definition of faculty development, that faculty development could mean instructional development, personal/professional development, or organizational development (Gillespie, 2002; Grant & Keim, 2002; Millis, 1994). There was evidence in the Quality Faculty Plans and in the interviews that the various colleges had used these definitions in various ways.

This was not a negative issue, because each of the definitions does have merit, but rather, this is a statement of alignment with the literature.

The types of faculty development opportunities contained in the Iowa Quality Faculty Plans also reflected the current state of faculty development as described in the literature (Grant & Keim, 2002; Murray, 1999). There was not a clear picture of best practice; many institutions (in Iowa and elsewhere) were still relying on traditional practices of national meetings, one-shot workshops, and technology training. They also rely on participation or seat time as a measure of faculty development. The literature supported a more deliberate, structured, on-going faculty development program with planned follow-up activities to help faculty become better at their craft (McGregor, 2002; Murray, 1999; O'Banion et al., 1994). Murray stated that faculty development needed to be, "more than a single isolated effort or smorgasbord of disparate efforts" (p. 47), and Gillespie claimed that "faculty are more likely to change their attitudes and practices as a result of recurring discussions than as a result of a one-time meeting" (p. 42).

Definition and demonstration of competencies appears to be an element of the Quality Faculty Plans that needs more attention by Iowa community colleges. There is no need to remove the opportunity for Iowa community colleges to maintain individuality and personal culture by each setting their own set of competencies. Yet, if the colleges are to engage in consortium agreements and reciprocity as suggested by the Iowa Administrative Code, a clearer common understanding of competencies is necessary. The community colleges would benefit from work toward common definitions. This could be accomplished through statewide professional development opportunities for faculty and faculty development leaders. These opportunities should be designed using the four

influences to quality faculty development: a culture of learning, leadership that encourages a culture of learning, joint ownership of goals, and structure and sustainability.

One category of information that emerged was not important to the actual research of this study, but appeared to be very important to the people at the community colleges who are charged with continuing to implement the Quality Faculty Plans. This category dealt with the next steps of Quality Faculty Plan implementation; participants commented on what would happen next. According to the interview participants, one of the changes that most of them wanted to make was to their acceptable activity lists. Even though most committees wanted to leave the wording and explanation of these activities very open so the plan did not seem too prescriptive to faculty, issues of clarity caused them to rethink. Most committees suggested that they would revise this section of their plan documents to include more specific and detailed explanations and examples.

Many of the committees wanted to review their plans in comparison to other plans and consider input from faculty to see if their plan contained an acceptable amount of flexibility, that it was not too demanding nor too lenient, that there was an appropriate sense of professionalism. Some suggested adding more ways for faculty to meet competencies. The plan designers seemed to be relaxing their adherence to strictly traditional activities for faculty development. A specific example came from one Quality Faculty Plan committee who will be considering faculty projects as an equal to a faculty member taking courses to gain and demonstrate competencies.

Some specific ideas that interviewees said they or someone else on the committee would be bringing to the table next time they review their plan include the following:

- bringing some national speakers to their institution or the state,
- tying the Quality Faculty Plan more to evaluation procedures,
- looking to include other groups of employees under the Quality Faculty Plan
(Some community colleges include counselors, librarians, adjuncts and administrators; others do not. Some have staff development plans for all employees; others do not.).

Two suggestions were made about sharing information. One faculty member wanted to suggest to his committee that they create an event where faculty share what they were doing for faculty development with other faculty or other personnel at the college. At least one other college did this as a requirement for a faculty member to be granted staff development funds. This type of sharing event would be beneficial to Quality Faculty Plan designers if organized by the Department of Education or the CAOs and held on a statewide basis.

A second option for a sharing opportunity was the suggestion that community colleges (probably through the Iowa Department of Education; possibly through the CAOs group) do a more formal sharing across the state of names and titles of people at each college who were leaders of the Quality Faculty Plan process and who were involved in planning faculty development activities. The Department of Education or the CAOs group could accomplish this by developing a printed or electronic directory of these names and titles. This would help facilitate sharing of ideas and resources, and would likely also help in building consortiums and reciprocity for faculty development and credentialing among the colleges.

The Iowa Administrative Code that deals with Quality Faculty Plans contained recommendations to the colleges to use consortiums to plan, support, and deliver faculty development opportunities where possible. The code also encouraged reciprocity of Quality Faculty Plans so as not to unfairly punish an instructor for moving from one college to another. In most of the written plans, these issues were addressed in the most general terms—colleges said they would participate in consortiums or reciprocity when and where appropriate. No specifics were written. During interviews, several people suggested that they really wanted to work toward sharing the delivery of faculty development opportunities, but they just had not had time to work on this yet; the process was too new. CAOs and HR directors saw the details of sharing as one of the next steps in the implementation process.

Conclusions

Based on the findings from analysis of written Quality Faculty Plans and interviews with plan stakeholders, the following conclusions were reached:

- A wide variety in the articulation of how each community college intended to meet and met the elements of the Iowa Code for Quality Faculty Plans was evident.
- Community college culture played an integral part in the design and implementation of the Quality Faculty Plans.
- Understanding of faculty development practices and the implementation of those practices to orient and develop community college faculty varied greatly.
- Quality Faculty Plans revealed a lack of common understanding of the definition, demonstration, and measurement of instructional competencies.

- As written, Quality Faculty Plans should be viewed as first steps in a dynamic process that has the potential to evolve into faculty development plans that adhere to best practices, meet the needs of faculty, align with institutional improvement, and increase student learning.

Implications for Future Research

Community colleges are well known as teaching institutions; and the literature, the Community College Licensure Task Force, and this study all agreed that faculty development at the community college level *supports* student learning. Whether or not faculty development and specifically faculty development under the Iowa Community College Quality Faculty Plans *improves* student learning was still in question. First, it was too early for the initiative to have any effect on student learning, and second, there appeared to be no direct measures in place by which to judge the effect of faculty development through the Quality Faculty Plans on student learning. If individual colleges were measuring this effect either from their Quality Faculty Plan or from specific faculty development initiatives, it was not revealed during this research, but could be a topic for further investigation.

The second possible topic for additional research would be a more in-depth study of the idea that the college's culture affected the Quality Faculty Plans. This research simply found that one could see influences of the organizational culture in the plan, but the study did not investigate the cultures themselves enough to assign them traits and then study how and why those traits influenced the plans.

Implications for Future Practice

The purpose of this research was to study the “where we are” of the Quality Faculty Plans design and first-year implementation. The findings show that much was accomplished by the design and first-year implementation of the plans: each college designed and implemented a plan to fit the college’s culture, and each defined faculty development and competencies according to their understanding. For the college personnel who are responsible for the design and implementation of the Quality Faculty Plans, this study provides a tapestry of the current state of the state.

More importantly for these same community college personnel, the results of this study suggest a great opportunity for either the Iowa Department of Education or a group of community college leaders in the state. There is a need to organize, design, and implement professional development experiences for faculty and faculty development leaders on the topics of 1) best practices in faculty development and 2) definition of faculty competencies and demonstration of those competencies.

This professional development could bridge the gap between the fully regulatory process of licensure and the inconsistencies created by total local control. Shared learning experiences would encourage common understanding and strong working relationships among personnel of the various community colleges and the Iowa Department of Education. Since the CAOs group consists of the community college personnel who are ultimately responsible for overseeing the quality of learning at each college, it seems most natural for this group to begin the conversation about the professional development and the next steps of this process. I intend to initiate and facilitate that conversation and to suggest the following:

- An ongoing task force (representing CAOs, human resource personnel, Department of Education personnel, and university liaisons) to provide leadership and to design professional development activities for community college faculty development leaders across the state.
- For the above task force to identify state or national consultants or faculty development leaders with expertise in teacher competency, best practices of faculty development, and best practices in teaching and learning, and to schedule those consultants to deliver seminars or workshops for Iowa community college faculty development leaders.
- For the above task force to investigate the possibility of a template design for community college faculty development plans across the state.
- For the above task force to lead the process for community colleges to utilize faculty development to improve teaching and learning in Iowa's community colleges.

The Department of Education has representatives at CAOs meetings and each college has relationships with one or more state universities and several private colleges and universities in their geographic area. These relationships could be used to tap and pool resources for designing and delivering faculty development that reflects the four influencers to quality faculty development: culture of learning, leadership, ownership of goals, and structure and sustainability. A template can be designed to help community colleges maintain the individuality of their Quality Faculty Plans, but also to inspire community college faculty developers to improve their plans, their implementation

processes, and their faculty in order to assure that Quality Faculty Plans are, in fact, developing quality faculty and improving student learning.

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Appendix A

Appendix A

Iowa Code 260C.36 Quality Faculty Plan.

By October 1, 2002, the college administration shall establish a committee consisting of instructors and administrators, equally representative of the arts and sciences faculty and the vocational-technical faculty, which has no more than a simple majority of members of the same gender. The faculty members shall be appointed by the certified employee organization if one exists and if not, by the college administration. The administrators shall be appointed by the college administration. The committee shall develop a plan for hiring and developing quality faculty that includes all of the following:

- a.* An implementation schedule for the plan.
 - b.* Orientation for new faculty.
 - c.* Continuing professional development for faculty.
 - d.* Procedures for accurate recordkeeping and documentation for plan monitoring.
 - e.* Consortium arrangements when appropriate, cost-effective, and mutually beneficial.
 - f.* Specific activities that ensure faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas.
 - g.* Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimal competencies.
 - h.* Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies.
2. The committee shall submit the plan to the board of directors, which shall consider the plan and, once approved, submit the plan to the department of education and implement the plan not later than July 1, 2003.
 3. Between July 1, 2003, and June 30, 2006, the department of education shall conduct on-site visits to ensure each community college's compliance and progress in implementing its plan. At a minimum, the department shall visit five colleges each year until the department has conducted on-site visits at each community college. By July 1, 2006, the department shall submit a report summarizing the department's findings to each community college and to the state accreditation team appointed pursuant to section 260C.47.

4. The administration of the college shall encourage the continued development of faculty potential by doing all of the following:

- a.* Regularly stimulating department chairpersons or heads to meet their responsibilities for the continued development of faculty potential.
- b.* Reducing the instructional loads of first-year instructors whose course preparation and in-service training demand a reduction.
- c.* Stimulating curricular evaluation.
- d.* Encouraging the development of an atmosphere in which the faculty brings a wide range of ideas and experiences to the students, each other, and the community.

Appendix B

Appendix B

Iowa Administrative Code

Quality faculty plan. By October 1, 2002, each community college must establish a quality faculty committee consisting of instructors and administrators to develop a plan for hiring and developing quality faculty. The committee must have equal representatives of arts and science and career and technical faculty with no more than a simple majority of members of the same gender. Faculty must be appointed by the certified employee organization representing faculty, if any, and administrators must be appointed by the college's administration. If no faculty-certified employee organization representing faculty exists, the faculty will be appointed by administration pursuant to Iowa Code subsection 260C.48(4). The committee must submit the plan to the board of directors for consideration, approval and submittal to the department of education.

a. The plan shall include, at a minimum, each of the following components:

(1) An implementation schedule for the plan. The committee shall submit the plan to the board of directors, which shall consider the plan and, once approved, submit the plan to the department and implement the plan no later than July 1, 2003. It is recommended that an implementation schedule include a needs assessment and timelines for evaluation, revision, completion and approval dates.

(2) Orientation for new faculty. It is recommended that new faculty orientation be initiated within six months from the hiring date. It is recommended that the orientation of new faculty be flexible to meet current and future needs and provide options other than structured college courses for faculty to improve teaching strategies, curriculum development and evaluation strategies. It is recommended that the college consider developing a faculty mentoring program.

(3) Continuing professional development for faculty. It is recommended that the plan clearly specify required components including time frame for continuing professional development for faculty. It is recommended that the plan include the number of hours, courses, workshops, professional and academic conferences or other experiences such as industry internships, cooperatives and exchange programs that faculty may use for continuing professional development. It is recommended that the plan include prescribed and elective topics such as discipline-specific content and educational trends and research. Examples of topics that may be considered include dealing with the complexities of learners, skills in teaching adults, curriculum development, assessment, evaluation, enhancing students' retention and success, reaching nontraditional and minority students, improving skills in implementing technology and applied learning, leadership development, and issues unique to a particular college. The plan may be inclusive for all college staff, including adjunct and part-time faculty, and may include reciprocity features that facilitate movement from one college to another.

IAC 5/28/03

(4) Procedures for accurate record keeping and documentation for plan monitoring. It is recommended that the plan identify the college officials or administrators responsible for the administration, record keeping and ongoing evaluation and monitoring of the plan. It is recommended the plan monitoring, evidence collected, and records maintained showing implementation of the plan be comprehensive in scope. It is recommended that the plan provide for the documentation that each faculty member appropriately possesses, attains or progresses toward attaining minimum competencies.

(5) Consortium arrangements where appropriate, cost-effective and mutually beneficial. It is recommended that the plan provide an outline of existing and potential consortium arrangements including a description of the benefits, cost-effectiveness, and method of evaluating consortium services.

(6) Specific activities that ensure that faculty attain and demonstrate instructional competencies and knowledge in their subject or technical areas. It is recommended that the plan identify faculty minimum competencies and explain the method or methods of determining and assessing competencies. It is recommended that the plan contain procedures for reporting faculty progress. It is recommended that faculty be notified at least once a year of their progress in attaining competencies. It is recommended that the plan include policies and provisions for length of provisional status for faculty who do not meet the minimum standards in Iowa Code section 260C.48, as amended by 2002 Iowa Acts, House File 2394. It is recommended that provisional status of individual faculty members not exceed five years.

(7) Procedures for collection and maintenance of records demonstrating that each faculty member has attained or documented progress toward attaining minimum competencies. It is recommended that the plan specify data collection procedures that demonstrate how each full-time faculty member has attained or has documented progress toward attaining minimum competencies. It is recommended that the plan incorporate the current department of education management information system data submission requirements by which each college submits complete human resources data files electronically as a part of the college's year-end reporting.

(8) Compliance with the faculty accreditation standards of the North Central Association of Colleges and Schools and with faculty standards required under specific programs offered by the community college that are accredited by other accrediting agencies. It is recommended that the plan provide for the uniform reports with substantiating data currently required for North Central Association of Colleges and Schools accreditation.

b. Between July 1, 2003, and June 30, 2006, the department of education shall review the plan and conduct on-site visits to ensure each community college's compliance and progress in implementing a quality faculty plan. At a minimum, the department shall visit five community colleges each year until the department has conducted on-site visits at 15 community colleges. The colleges will be given at least a 30-day notice of an on-site visit with a written explanation of materials that will be requested prior to and during the visit. The colleges shall provide additional information deemed necessary by the department. The department shall review the following:

(1) Documents submitted by the college that demonstrate that the plan includes each component required by paragraph 21.3(6) "a."

(2) Documentation submitted by the college that the board of directors approved the plan.

(3) Documentation submitted by the college that the college is implementing the approved plan, including, but not limited to, evidence that the college is meeting the implementation schedule and time frames outlined in the plan; evidence of plan monitoring, evaluation and updating; evidence that the faculty has attained, or is progressing toward attaining, minimum competencies and standards contained in Iowa Code section 260C.48 as amended by 2002 Iowa Acts, House File 2394; evidence that faculty members have been notified of their progress toward attaining minimum competencies and standards; and evidence that the college meets the minimum accreditation requirements for faculty required by the North Central Association of Colleges and Schools.

4) Documentation that the college administration encourages the continued development of faculty potential as defined in 2002 Iowa Acts, House File 2394, section 5.

(5) Documentation of the human resources report submitted by the college through the department's community college management information system.

Following the on-site visit to each community college, the department shall submit a report summarizing the department's findings to the community college. This report will indicate the college's compliance and progress in implementing the faculty plan and include any suggested improvements and recommendations. All colleges will have received on-site visits and reports summarizing such visits by July 1, 2006.

IAC 12/11/02, 5/28/03

Appendix C

Appendix C

Letter to Inform Community College Administrators

I am writing to inform you of some research that I am doing for my dissertation through Drake University. My interest area is faculty development, and my research plan is to complete a qualitative analysis of the content of documents, specifically the Quality Faculty Plans from each of our colleges.

I have secured copies of the plans themselves, as they are part of public record. With this letter, I want to assure you that my intent is to analyze how we as a system chose to address the criteria set forth by the State of Iowa. I also want to see which best practices of faculty development we, as a state, incorporated into our plans.

I in no way intend to rank the plans or single out any with more positive or negative attributes. I will guarantee your institution's anonymity by assigning a pseudonym for your college's name.

I am very much interested in providing my institution and the state of Iowa with the best community college faculty possible. I believe this research will help me assess our current status and plan for the future.

If you have any questions, I would be glad to speak with you individually or at a President's Meeting. Please feel free to contact me.

Marlene Sprouse

Work Phone:
Home Phone:
Cell Phone:
Email:

Appendix D

Appendix D

Initial Codes for Written Plans

Plan Format

- Parts of the plan (purpose statement, mission statement, beliefs, etc.).
- Does the plan include procedures or are procedures a separate document? (Procedures were noted and/or language about procedures was noted.).
- Explanation of implementation process.
- Philosophies/thinking reflected in the plan?
- Improvement language (terminology of continuous improvement practices).
- Teaching and learning language.
- Language of “standards” or language of “competencies”.
- Unique features not seen in other plans.

Plan Monitoring

- Who monitors the plan?
- Role of human resources.
- Influences by teachers’ association.
- Role of administrators, departments, faculty.
- Record keeping.

New Faculty Orientation

- Length of New Faculty Orientation.

- Topics included in New Faculty Orientation.
- Origination of topics.
- When does New Faculty Orientation take place?
- Similarities among plans.
- Unique features.
- Conditional hiring.
- Mentoring.
- Hiring requirements.

Faculty Standards/Competencies

- Reflective of INTASC (or other model).
- Similarities among plans.
- Differences/uniquenesses of individual plans.
- Influenced by or influences to teacher evaluation.

Recommended/suggested/accepted activities

- Categories of activities.
- Similarities.
- Unique features.

Demonstration of Competency

- Definitions
- Activities that are accepted as demonstration of competency
- Similarities
- Differences/Uniquenesses

Partnerships with other schools/agencies

- Consortia arrangements
- Reciprocity
- Four-year institutions
- CEUs (continuing education units)
- Business Partnerships

Other Employees Addressed in the Plan

- Administrators
- Counselors
- Librarians
- Developmental instructors
- Adjunct instructors
- “Fit” with other staff development
- Permanent Professional Licenses

Requirements for Continuing Professional Development

- Hours, units, credits
- Cycle (renewal) length

Appendix E

Appendix E

IRB Cover Sheet*To be completed by the Investigator:***Proposal Title:** *Qualitative Analysis of Content: Quality Faculty Plans from Iowa Community Colleges***Investigator:** J. Marlene Sprouse**Faculty research advisor:** (for student research): Dr. Salina Shrofel.*To be completed by the Institutional Review Board Member:***Date received:** _____**Decision:**

_____ Approval, no risk
 _____ Approval, minimal risk
 _____ Approval pending minor alterations
 _____ Approval, subjects at risk, but benefits outweigh risks
 _____ No approval. Subjects at risk or proposal does not
 adequately address risks, benefits or procedures.

Reasons for Disapproval: _____

Suggested Changes: _____

Reviewer: _____**Date:** _____

**DRAKE UNIVERSITY
INSTITUTIONAL REVIEW BOARD REVIEW
PRINCIPAL INVESTIGATOR'S PROJECT OUTLINE FORM**

Name of Principal Investigator: J. Marlene Sprouse

Department: Education

Title of Proposed Project: *Qualitative Analysis of Content: Quality Faculty Plans from Iowa Community Colleges*

Proposed Starting Date: March 20, 2004 (or as soon after as approved)

Duration: Research until May 30, 2004; Dissertation completion, August 2004

Estimated Number of Human Subjects Involved in Project: 20

I. Characteristics of Subjects (check as many boxes as appropriate)

☐ Minors ☐ Disabled ☐ University Students
☒ Adults ☐ Pregnant Women ☐ Secondary School Pupils
☐ Prisoners ☐ Legally Incompetent ☐ Elementary School Pupils
☐ Others (specify) _____

II. Consent and Withdrawal Procedures, Notification of Results

A. Consent obtained from: ☒ Individual ☐ Institution
☐ Parent/Legal Guardian
☐ Other (Specify) _____

B. Type of Consent: ☒ Written (attached consent form)
☐ Oral

C. Subjects are informed of withdrawal privileges (attached consent form).

D. Subjects notified of results: ☒ Mail ☐ Individual Consultation
☐ Group Meetings

Use additional sheets to respond to each of the remaining portions of this form.

III. Risks: Briefly describe the risks (physical, psychological, social) to the subjects, and indicate the degree of risk involved in each case.

There are no physical, psychological, or social risks to the participants of this study. The participants will be interviewed about the development of the Quality Faculty Plan at the community college where they are employed. The interviews are designed to glean information about the intent of the plan, the process used, and the proposed implementation. Any perceived professional risks will be eliminated through use of pseudonyms to protect anonymity of the participants and the institutions. Interpretation risks will be minimized through member checking for validity.

IV. Benefits: Briefly describe the benefits (physical, psychological, social) to the subjects and/or society in general.

There could be significant professional benefits to the participants. Participants will receive written explanation of results through the mail. They will have a chance to learn about documents and procedures of other institutions and may find ways to improve their own processes or to cooperate with others to efficiently and effectively implement the elements of the Quality Faculty Plan for their institution.

V. Methodology/Procedures

A. Briefly describe the methods used for selection of subjects/participants.

Members of committees that developed Quality Faculty Plans for individual community colleges will be contacted as possible participants. Committee Chairs, Chief Academic Officers, and Human Resource Directors will be contacted first because they helped develop the plans and are typically the personnel implementing and monitoring the plans. Committee Chairs, Chief Academic Officers, and Human Resource Directors likely understand the plans, the philosophies behind the plans, the Iowa Code, and the implementation process more fully than other committee members because their job roles put them in contact with these issues on a regular basis.

B. Briefly describe all other procedures to be followed in carrying out the project.

Each possible participant will be contacted by telephone and asked to participate in an interview. If the initial contact results in a verbal agreement to participate, a tentative time will be established for the interview and a consent form will be mailed to the participant. After the researcher receives the signed consent form back and an interview time has been confirmed, the researcher and the participant will meet in person or by telephone to conduct the interview.

C. Attach a copy of orientation information to subjects. Include questionnaires, interview questions, tests, and other similar materials.

Signature of Primary Investigator

Date

Signature of Faculty Advisor

Date

Research Participant Consent Form

I am writing to request your participation in research for my dissertation through Drake University. My interest area is faculty development, and my research plan is to complete a qualitative analysis of the content of documents, specifically the Quality Faculty Plans from each of our colleges.

I have secured copies of the plans themselves, as they are part of public record. The research will also include interviews with community college personnel who served on committees to develop the Quality Faculty Plans. I am asking you to participate in a one-hour audio-taped interview and a follow-up conversation to validate the information. The interview questions will address the development and implementation of the Quality Faculty Plan for your institution.

With this form, I assure you that my intent is to analyze how we as a system chose to address the criteria set forth by the State of Iowa. I also intend to identify best practices of faculty development that we, as a system, incorporated into our plans. I in no way intend to rank the plans or single-out any with more positive or negative attributes. I will assure individual and institutional anonymity by assigning pseudonyms. The audiotapes will be destroyed when the research is complete.

Your participation in this research is strictly voluntary and you may ask that your interview be removed from the study at any time.

I am very much interested in providing our institutions and the state with the best community college faculty possible. If you choose, I will send you a written report of the results of my research. I believe this research will help you and me assess our current status and plan for the future of our institutions.

If you are willing to participate in the project, please sign and date this form (with a witness), make a copy for your records, and return the original to me as soon as possible. I appreciate your help in this project.

_____ I agree to participate in an interview for this research, and understand that I may withdraw from the project at any time.

participant signature

date

witness signature

date

_____ Please send me a copy of the research results.

J. Marlene Sprouse
Work Phone: 641-683-5104
Home Phone: 641-437-4048
Email: msprouse@ihcc.cc.ia.us

Form approved by Drake University IRB on (date).

Interview Questions

Investigator: J. Marlene Sprouse

Study: Qualitative Analysis of Content: Quality Faculty Plans from Iowa Community Colleges

1. Describe the discussion your committee had about the intent of the Quality Faculty Plan (QFP).
2. What is your committee's definition of the term "competencies" in relation to the QFP?
3. How did your committee decide what competencies to include?
4. Describe the discussion your committee had about demonstration of competencies?
5. Did your committee have discussion about best practice in either teaching or staff development? How did this discussion inform your plan?
6. Does your institution currently require new faculty to take the university courses that were part of the former faculty licensure for community colleges?
7. What experiences are being offered on your campuses to help faculty fulfill the requirements of your plan?
8. How is faculty responding to the plan, the requirements of the plan, and the experiences required by the plan at your college?
9. Who monitors your plan and the progress of faculty toward meeting the plan goals or requirements?
10. What do you wish you had done differently in regard to your plan?

From: Jennifer McCrickerd <Jennifer.McCrickerd@DRAKE.EDU>{PRIVATE
}
To: Marlene Sprouse <msprouse@ihcc.cc.ia.us>
Date: 3/29/2004 2:20:01 PM
Subject: Re:

Marlene,

Your proposal has been approved by the Drake IRB committee

Jennifer McCrickerd

--

Chair, Philosophy and Religion Department & Chair, Institutional Review Board
 Drake University
 Des Moines, IA 50311
 (515) 271-2250

"....the growing good of the world is partly dependent on unhistoric acts; and that things are not so ill with you and me as they might have been, is half owing to the number who lived faithfully a hidden life, and rest in unvisited tombs."

-- Middlemarch, George Eliot (Mary Anne Evans)

Appendix F

Appendix F

Interview Question Form

Interview Questions

Investigator: J. Marlene Sprouse

Study: Qualitative Analysis of Content: Quality Faculty Plans from Iowa Community Colleges

1. Describe the discussion your committee had about the intent of the Quality Faculty Plan (QFP).
2. What is your committee's definition of the term "competencies" in relation to the QFP?
3. How did your committee decide what competencies to include?
4. Describe the discussion your committee had about demonstration of competencies?
5. Did your committee have discussion about best practice in either teaching or staff development? How did this discussion inform your plan?

6. Does your institution currently require new faculty to take the university courses that were part of the former faculty licensure for community colleges?

7. What experiences are being offered on your campuses to help faculty fulfill the requirements of your plan?

8. How is faculty responding to the plan, the requirements of the plan, and the experiences required by the plan at your college?

9. Who monitors your plan and the progress of faculty toward meeting the plan goals or requirements?

10. What do you wish you had done differently in regard to your plan?

Appendix G

Appendix G

Research Participant Consent Form

I am writing to request your participation in research for my dissertation through Drake University. My interest area is faculty development, and my research plan is to complete a qualitative analysis of the content of documents, specifically the Quality Faculty Plans from each of our colleges.

I have secured copies of the plans themselves, as they are part of public record. The research will also include interviews with community college personnel who served on committees to develop the Quality Faculty Plans. I am asking you to participate in a one-hour audio taped interview and a follow-up conversation to validate the information. The interview questions will address the development and implementation of the Quality Faculty Plan for your institution.

With this form, I assure you that my intent is to analyze how we as a system chose to address the criteria set forth by the State of Iowa. I also intend to identify best practices of faculty development that we, as a system, incorporated into our plans. I in no way intend to rank the plans or single-out any with more positive or negative attributes. I will assure individual and institutional anonymity by assigning pseudonyms. The audiotapes will be destroyed when the research is complete.

Your participation in this research is strictly voluntary and you may ask that your interview be removed from the study at any time.

I am very much interested in providing our institutions and the state with the best community college faculty possible. If you choose, I will send you a written report of the results of my research. I believe this research will help you and me assess our current status and plan for the future of our institutions.

If you are willing to participate in the project, please sign and date this form (with a witness), make a copy for your records, and return the original to me as soon as possible. I appreciate your help in this project.

_____ I agree to participate in an interview for this research, and understand that I may withdraw from the project at any time.

participant signature

date

witness signature

date

_____ Please send me a copy of the research results.

J. Marlene Sprouse
Work Phone: 641-683-5104
Home Phone: 641-437-4048
Email: msprouse@ihcc.cc.ia.us

Appendix H

Appendix H

Labels for Interview Codes

Faculty response

Faculty responsibility

Intent

Quality

Definition of competency

Demonstration of competency

University courses

Activities

Process

Flexibility

Best practice

Definition of professional development

Consortiums

Funding

Culture

Next steps

Change

Mentoring

Monitoring

Implementation process

Unique feature

Communication

Outcome

Skepticism

Chief academic officer response

Librarians, counselors (included under plan)

Relationship to evaluation

Trust

Permanent professional licenses

ISEA (Iowa State Education Association)/bargaining unit

Arts and sciences vs technical instructors

Ownership

Committee process

Administrators (included under plan)

Professionalism

Next iteration

Previous plan

Teaching/learning (processes)

Adjuncts (included under plan)

Timing

Equity

Collaboration

Accreditation

Committee composition

Plan vs procedures

Department of Education

Department of Education monitoring visit

Observations

Hiring standards

Individualized plans

Rewards

Revisions

Learning college (references to Terry O'Banion's Learning College)

Learning resource center

Do differently

New teachers

CAO involvement

Faculty development coordinator

Reciprocity (with other community colleges)

Online

Details/timelines

Evolution of understanding (during implementation)

LENS model (Learning Exchange Networks)

Appendix I

Appendix I

The INTASC Standards**1. Content Pedagogy**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development

The teacher understands how students learn and develop, and can provide learning opportunities that support intellectual, social, and personal development.

3. Diverse Learners

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Management

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. Communication and Technology

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10.School and Community Involvement

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being

Appendix J

Appendix J

Iowa Teaching Standards and Model Criteria
Adopted by the State Board of Education
5/10/02

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Standard 3

Demonstrates competence in planning and preparing for instruction.

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

Standard 5

Uses a variety of methods to monitor student learning.

Standard 6

Demonstrates competence in classroom management.

Standard 7

Engages in professional growth.

Standard 8

Fulfills professional responsibilities established by the school district.

Appendix K

Appendix K

Sample Member Checks

From: {PRIVATE }
To: "Marlene Sprouse" <msprouse@indianhills.edu>
Date: Mon, Mar 28, 2005 7:20 AM
Subject: RE: my dissertation

Marlene- Sounds OK to me. Good luck.

-----Original Message-----

From: Marlene Sprouse [mailto:msprouse@indianhills.edu]
 Sent: Friday, March 25, 2005 2:25 PM
 To:
 Subject: my dissertation

Hi, _____. In finishing my dissertation I am doing some final "member checks" to assure validity. I need for you to see if I used your quotes in an appropriate manner---I know it has been a year; the wordings are exactly what were in the interview, so I don't need you to remember the words that you said, but rather let me know if I interpreted them correctly.

In a section about good practices in faculty development, I wrote, "As a follow-up question in some of the interviews participants were asked if they thought the Quality Faculty Plans would improve teaching and learning in the community colleges. Answers and perceptions varied greatly. One CAO simply said, 'No.' Then, he went on to say that the plan he is familiar with would not improve good teachers; 'they do that [improve themselves] anyway,' (CAO Interview, April 17, 2004). This CAO thought the plan might help mediocre teachers, and he went on to explain, 'And the reason is because--I think it will simply by association and by the public documentation of this stuff---they'll feel more obligated to participate and I think it will. Also, it focuses their supervisor, dean, whatever, to see that you've got to actually do something and there are some things you can do to help people get a little better,' (CAO Interview, April 17, 2004)."

In another section about the definition of competencies, I said, "Interviewees' explanations of their process to define competencies also varied. One CAO said, 'Well, we didn't have much discussion about it because nobody really understood that very much' (CAO Interview, April 17, 2004)."

(By the way---most people felt the same about this issue; you weren't

alone.)

Notice that I only identified you by an interview date, no name, no name of college. Please let me know whether or not I represented your thinking accurately. Thanks!!

Marlene Sprouse
Vice President, Academic Affairs
Indian Hills Community College
Phone: 641-683-5104
Email: msprouse@ihcc.cc.ia.us

From: {PRIVATE }
To: "Marlene Sprouse" <msprouse@indianhills.edu>
Date: Mon, Apr 4, 2005 11:11 AM
Subject: RE: my dissertation

Marlene,

The record keeping comment is correct--whether I said that or not!
Record keeping is cumbersome. The seven competencies were compiled from a longer list--and then sent to all faculty for their input.

Your second e-mail is also okay.

Good luck!

-----Original Message-----

From: Marlene Sprouse [mailto:msprouse@indianhills.edu]
Sent: Friday, March 25, 2005 1:48 PM
To:
Subject: my dissertation

Hi, _____. In finishing my dissertation I am doing some final "member checks" to assure validation. I need for you to see if I used your quotes in an appropriate manner---I know it has been a year; the wordings are exactly what were in the interview, so I don't need you to remember the words that you said, but rather let me know if I interpreted them correctly.

In a section about the format of the plans and procedures I say "The only frustration with the flexibility occasionally came from the human resources directors. One of them exclaimed that as a result of being

very flexible, 'We have created just a heck of a record keeping monster?' (HR Interview, April 26, 2004). She went on to explain, though, that they are happy with their system other than it was administratively cumbersome.'

In another section about how we all defined competencies, I say, "Two interviewees explained how their committees had truly started with questions such as What identifies a competent faculty? and What does it mean to be competent? One said 'We came up with seven competencies, and when we talked about competencies we said these were areas that we felt every faculty member needed to develop skills in . . . to be a good teaching faculty member' (HR Interview, April 26, 2004).

Notice that I only identified you by an interview number, no name, no name of college. Please let me know whether or not I represented your thinking accurately. Thanks!!

Marlene Sprouse
Vice President, Academic Affairs
Indian Hills Community College
Phone: 641-683-5104
Email: msprouse@ihcc.cc.ia.us

From: {PRIVATE }
To: "Marlene Sprouse" <msprouse@indianhills.edu>
Date: Fri, Mar 25, 2005 2:47 PM
Subject: Re: My Dissertation

Marlene,

I believe my thoughts are represented accurately in the statements. Thanks for revisiting this with me.

The best to you. Let me know if I can assist in any other way.

At 02:39 PM 3/25/2005 -0600, you wrote:

>Hi, _____. In finishing my dissertation I am doing some final "member
>checks" to assure validity. I need for you to see if I used your quotes
>in an appropriate manner---I know it has been a year; the wordings are
>exactly what were in the interview, so I don't need you to remember the
>words that you said, but rather let me know if I interpreted them
>correctly.

>

>In a section about demonstration of competencies, I wrote, "One HR

>director explained that her group struggled with the question of whether
 >they were going to allow people to use seat time in a class as
 >demonstration of competency. This committee asked themselves if there
 >was any other way to do it. Is there something else that might work to
 >show that teachers have achieved a level of competency? In the end, the
 >committee decided to accept completion of a course or experience as
 >demonstration, saying, 'We did end up resolving ourselves to successful
 >completion' (HR Interview, April 28, 2004). This HR director said that
 >her committee did not necessarily like their decision, but they did not
 >know how else to demonstrate competency."

>

>In another location in my paper, I talk about how the culture of the
 >individual colleges influenced the plans. I say, "One HR director
 >literally said, 'We were at a great advantage in that we already have a
 >culture that is encouraging of this type of involvement when it comes to
 >process change and decision making, and so I can say I thought this was
 >a great experience for us. I think it was an opportunity for faculty to
 >get together who haven't normally worked together. Certainly, they had a
 >passion about it because it was something they were going to have to do
 >in the future, and so it really gave us an opportunity to become closer
 >with other faculty members and then with each other and I can say I know
 >there are other schools where that hasn't taken place. . . in those
 >schools there may be more of a contentious environment already. And so,
 >I think, culture and environment of the institution played a big role in
 >how the school was able to move forward and get [Quality Faculty Plans]
 >implemented' (HR Interview, April 28, 2004)."

>

>

>Notice that I only identified you by an interview date, no name, no
 >name of college. Please let me know whether or not I represented your
 >thinking accurately. Thanks!!

>

>Marlene Sprouse
 >Vice President, Academic Affairs
 >Indian Hills Community College
 >Phone: 641-683-5104
 >Email: msprouse@ihcc.cc.ia.us

>---

>[This E-mail scanned for viruses by Declude Virus]